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Part I
Language Teaching and Learning
NEEDS ANALYSIS - DEFINING AIMS AND OBJECTIVES WITH REGARD ON STUDENT’S FEEDBACK

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Abstract. In contemporary teaching, planning should be more student-centered. Prior to designing syllabuses (especially in institutions where the teacher is free to make decisions independently), students' needs should be taken into account. What is needs analysis? Needs analysis is a process of collecting and analyzing information about learners in order to set goals and contents of a language curriculum based on their needs (Kayi, 2008). It examines what learners already know and what they need to know (Nation & Macalister, 2010). Many scholars indicate that knowing about learners’ needs such as “their learning objectives, language attitudes, expectations from the course” are necessary in order to design an efficient curriculum (Brindley, 1984; Nunn, 1988, Xenodohids, 2002, et Kayi, 2008). Asking learners for suggestions and advice stimulates the act of learning and students' overall performance. The paper will, therefore, introduce needs analysis in a case study conducted at IBU with students of the ELT department. It will provide general hypothesis, research questions and applied questionnaire, overall conclusions, feedback and further implications.

Keywords: needs analysis, aims and objectives, checklist items, decisions

1. AN INTRODUCTION TO NEEDS ANALYSIS

In language teaching, our methods and techniques have often failed to produce effective learning, however sound they may have appeared in theory. To discover why, we must study the learner. William Littlewood. (1984, pg. 1)

It is known worldwide that English teachers follow a procedure of events i.e. of planning and pre-planning, of thinking, observing and assuming. Accordingly, needs analysis is the preliminary stage of designing courses, syllabuses, materials and the sort of educational activities that take place (Jordan, 1997). It represents all the types of questions teachers ask themselves before actually deciding on what to teach and how to teach the certain course. Therefore, needs analysis is the base on which curriculum content, teaching materials and methods are constructed. This gives way to enhancing the students’ motivation and achievement as a result (Otilia, 2015).

To sum up, needs analysis is the systematic data collection and examination of all subjective and objective information required to describe and validate curriculum goals that support the language learning needs of learners within the context of the institutions that affect the learning and teaching situation (Brown, 2006). As Hadaway, Vardell, and Young (2002) state: “English learners bring special needs to the language acquisition process that are different from- or at least more pronounced than- those of native English speakers. These include four critical differences: a lack of command of English vocabulary, a lack of proficiency in English text structure, a lack of appropriate content background, and a lack of knowledge of American culture.” (p. 31) As a result, every task taken by the teacher should be based upon a certain assumption or hypothesis; upon students’ suggestions, ideas and needs. Teachers should consider “who the
learners are, why they are there, what they need the course for etc…?” Needs analysis, therefore is a process of collecting and analyzing information about learners in order to set goals and contents of a language curriculum based on their needs (Kayi, 2008) and should, therefore, be evaluated and applied in every course of teaching. When applying needs analysis, teachers should consider aims and objectives and re-formulate them accordingly to what learners need the course for. Even though this may sound or appear to someone as an ESP course at university, we believe that every course taught can be based on both teachers and learners’ assumptions, interests and beliefs.

How can teachers implement needs analysis? For starters, teachers can ask students to provide suggestions as to what they would like to learn and why and make a list of these suggestions; they could also provide checklist items of content materials; conduct interviews, carry out observations etc. Consequently, students are more active in the learning process; they contribute in decisions and succeed in their goals. Teachers should assist learners in making their learning more meaningful by assuring that they know the importance that the course has in making them fluent speakers for example, or the role that the specific course has in developing them into future English teachers etc. In conclusion, teaching and learning are truly a two-way process: we teach but we also learn, we give but we also take in knowledge and we provide support but also request the same from our learners. The whole teaching/learning process is fully maintained when both parts are engaged equally.

2. PURPOSE OF THE STUDY

The study was conducted during the previous semester (Fall 2016) at International Balkan University, with third-year students of the English Language Teaching Department. Its' aim was to determine the following:

- To determine whether the materials and approach used were effective;
- To determine whether students were aware of the importance of planning lessons in their near future;
- To establish the teacher-student relationship in providing space for suggestions and ideas;
- To gain overall feedback regarding motivation and overall teaching methodology. (time management, approach, activities and tasks used etc.)

3. SIGNIFICANCE OF THE STUDY

The course which was the central idea of the research is entitled Program development (which is a synonym for Lesson planning). Program development as a course is very important for ELT future teachers due to the emphasis it places on planning i.e. the elements of planning, considerations, time management, aims and objectives, assessment, feedback etc. It is a course matter which requires students to put in additional thought prior, during and after planning and requires for students to focus on many details. The study attempted to check learners’ awareness regarding the importance of the course matter, to check for overall comments and suggestions and normally for any needed changes. It also aimed at gathering suggestions regarding content materials, manner of lecturing, suggestions for further improvement etc.

4. METHODOLOGY

4.1 Participants

The participants in the study were a total of 25, of both genders, with ages between 20-23. Participants were third-year students of the English teaching department, who normally needed the course for mastering important points of planning due to required Internship in the upcoming semester. Accordingly, the course matter is one that links together ELT methodology and approaches, both in theory and practice and the implementation of all elements in an actual classroom setting. The process, therefore, undergoes the phase

3
of acquaintance, planning and implementation and serves as an indicator of how well these elements are blended in the process.

4.2 Study Instruments

The study instrument used was a needs analysis survey, with a total of 8 questions. The questions provided were open-ended questions which intended to provide students with the opportunity to respond as they felt about the issue, without interference whatsoever. Their main aim was to collect feedback regarding all the above-mentioned issues and also the manner of teaching, the methods and approaches used and their effectiveness in the process.

4.3 Research questions and hypotheses

The study attempts to answer the following questions and fulfill the given hypothesis:

Q1. Is the material and approach effective for the course?
Q2. Do students understand the importance of the course matter?
Q3. What are the needed changes (if any)?

4.4 Hypotheses

H1. The more aware the learners are of planning importance, the better results they achieve.
H2. Defining aims and objectives of a plan (especially at the beginning) are the hardest to define.
H3. Requiring student feedback stimulates higher motivation and overall success.

Overall description of obtained results (Data Analysis)

The following results were obtained:

Regarding Q1, " Why do I need this course (list 3 reasons), even though it required different student perspectives, gave an overall of general responses: most replies (10) out of 25, stated that time management and class management were a basis of their concern, 4 out of 25 stated that a reason was knowing the importance of planning and how to plan effectively, 3 students replied that they wished to become good English teachers and that they wished to develop good lesson plans, 3 students replied that they wished to be successful in the near future and that this course was very important for them, 3 students replied that they wished to obtain skills for planning good activities and 2 students replied that they wished to learn how to better know their learners and that they believed that this was a priority when planning.
Regarding Q2., "What do I need to learn from it?" (list 3 things) was a closer perspective towards the specific i.e. students were allowed to freely list what their individual perspective was based on the course. The results were as follows: 3 students replied that analyzing students’ needs and planning accordingly was a basis, 1 student referred to distinguishing aims and objectives as an issue, 1 student wished to know the learners better, 7 students agreed upon learning to set goals/objectives and maintaining effective activities, 3 students referred to organizing class, 2 students referred to effective planning, 5 students referred to time/class management, 2 students referred to teaching and checking for understanding and 1 student referred to the DO's and DONT'S when planning.

Regarding Q3., "What do I find useful from this course?", 1 student replied that techniques of creating and applying was useful, 9 students replied that all was very useful, 5 students found preparing class activities and applying them very useful, 2 students found learning methods of making plans very helpful and useful, 4 students agreed that the usefulness of the course was in providing an insight of the flow of a lesson, 2 students replied that being aware that students are the center of planning was very important, 1 student replied that the course has helped on self-reflection of weak points and the areas needed for improvement, and lastly, 1 student had not thought of this issue (the usefulness of the course).
Regarding Q4. "What don't I find useful?" 24 out of 25 replied that everything was very useful especially for their future careers in English teaching, and 1 student did not approve of too many activities in the class. (finding them exhausting)

Regarding Q5., "What I think needs change?" (i.e. materials/methods), 25/25 replied with no changes needed and regarded the question as irrelevant in the questionnaire.

Regarding Q6. " What do I believe I have learned from this course?", 9 out of 25 students replied that they had learned many activities and how to make them comprehensible for learners, 3 students replied that they had learned the advantages and disadvantages of planning, 5 students concluded that they had learned the role of effective lesson planning and what to consider as priorities when planning, 5 students replied that they had learned to consult students prior planning and planning with regard on their interests/level, 1 student referred again to the issue of time/class management, and 2 students believed that they had learned that learners are the center of the plan and should be regarded as so.

Regarding Q7. " What do I further need help with?", 7 students wished to learn more, 7 needed more practice, explanations and tasks, 11 knew most details and did not ask for any further help.
Regarding Q7, "What do I further need help with?", 6 out of 25 students believed that they needed more practice, explanations and tasks, 3 students needed help in making the distinction between aims/goals, which they found rather confusing, 6 students wished to learn how to prepare and practice good lesson plans, 8 students believed that they knew most details and did not ask for any further help and 2 students did not reply (left the question unanswered).

Regarding the last question, Q8, which referred to overall commenting regarding the course itself, students commented as they wished. Most answers provided referred to positive remarks and answers varied such as:

Student 1. "It was my pleasure being in this class, it was a really warm and positive atmosphere."
Student 2. "It's a good course. Probably the best and most useful one."
Student 3. "It is a course from which we benefit a lot. Thanks!"
Student 4. "I hope that in the near future, students will be able to learn something from me, because this course helped me learn a lot of things."
Student 5. "Everything in this class suits me. I like the way how I have started to change some ideas about how to prepare and organize lesson plans and being more knowledgeable about doing activities."
Student 6. "Everything is very good. Just continue like this because it is very interesting and we really love it."

4.5 Hypotheses results obtained

The main aim of the case study was to determine the level of student awareness regarding different issues of lesson planning, to determine the effectiveness of the course itself and also to include students’ suggestions, perceptions and ideas regarding not only the course matter, but in regard to the methodology and approaches used by us. The following hypotheses results were concluded:

Regarding H1, “The more aware the learners are of planning importance, the better results they achieve,” results showed that students knew the importance of the course and were therefore very eager to participate, share ideas and opinions and actively part-take in the process.

Regarding H2, “Defining aims and objectives of a plan (especially at the beginning) are the hardest to define,” students agreed that actually thinking of and setting aims and objectives was a difficult process due to the many ideas that came to mind and yet needed to be narrowed down. They required assistance and clarification on this part especially, in order to gain the required insights of pre-planning and normally setting goals.

Regarding H3, “Requiring student feedback stimulates higher motivation and overall success”, results showed that indeed students preferred to be involved in the process and that they appreciated providing suggestions and remarks regarding not only what they needed assistance with, but also what they thought was further needed in the course. The overall scale of motivation was normally higher and students reflected greater success and achievement.

5. CONCLUSION

This case study was developed to become self-critical as teachers and in order to improve certain decisions that we make, either consciously or subconsciously regarding materials, books, approaches and methodology. We sometimes make wrong choices due to change in circumstances, change of position, with the change of scientific titles and of course with higher level of obligations. At the moment, when university assistants become university lecturers, the burden of defining and choosing books and literature for the courses is quite frustrating. The duration of choice is time-consuming, it is an individual aspect of theories that underlie the basic concepts of teaching, and this in fact, differs for each English teacher. The feeling of
self-satisfaction and motivation is in regard to both teachers and learners, and therefore needs analysis can
be used as an instrument of measurement for both sides i.e. teachers and learners.

5.1 Limitations and further recommendations

Each research consists of certain limitations, however organized we tend to be. Some limitations regarding
this case study might be as follows:

- the number of students could have varied (higher number of participants);
- the formulation of the questions could have been done otherwise;
- an additional instrument could have been used etc.
- With all its drawbacks, however, needs analysis is a very important part of overall feedback and
  helps us determine elements such as: materials used and their effectiveness, our approach,
  methodology and theory of teaching. It also provides learners with the opportunity to suggest and
  share ideas regarding the course matter and maintains higher motivation and self-esteem.

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Heinle.
ACQUISITION OF INTERROGATIVE FORMS FROM A1 TO B2 LEVEL BY MACEDONIAN LEARNERS OF ENGLISH

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Abstract. This article aims to provide an overview of the verb forms EFL learners use in the process of acquisition of interrogative forms. It also explores learners’ L1 (Macedonian) influence on L2 acquisition. The research is based on data taken from the Macedonian Corpus of English Interlanguage, which contains written language of students aged 8-15, A1-B2 level. As the research shows, learners have no difficulties in acquiring interrogative forms. Nevertheless, the number of errors remains stable across all levels. In addition, there is minimal influence of L1. L1 transfer related errors could also be treated as developmental errors, since they also appear in learners with L1 other than Macedonian. The existence of developmental errors proves that language learners have their own interlanguage. Such errors help teachers adjust their expectations and teaching methods.

Keywords: acquisition, interrogative form, corpus, interlanguage.

1. SUBJECT AND AIM OF THE RESEARCH

The aim of this article is to study the acquisition process of interrogative forms in all verb tenses in the English language by Macedonian speakers. Data from the MELC (Macedonian English Learner Corpus) corpus were used for the needs of the research; in particular, texts written by students aged 8 to 15, whose level of English ranges between A1 to B2, according to the Common European Framework of Reference (CEFR). Texts included three narrative and descriptive stories and a dialogue.

The research has two objectives. The first one is to explore how interrogative forms are acquired throughout all levels in the corpus. The related hypothesis is that the number of errors is expected to be greater at lower levels (A1 and A2), reducing significantly at B1 and B2 level. The second objective is to test the hypothesis whether and how Macedonian, being the learners’ mother tongue (L1), influences the acquisition of interrogative forms in the English interlanguage of Macedonian learners. The hypothesis here is that L1 has an insignificant influence on word order. Omission of auxiliaries might be expected as a result of L1 language transfer.

The article begins with a brief overview of ways of forming interrogative forms in English language and a comparison with its Macedonian counterparts, in order to identify the differences which might lead to errors or difficulties in their acquisition. This is followed by an explanation of the research methodology and presentation of results for each level separately. In the penultimate chapter results are summarized and finally, a conclusion and pedagogical implications are provided.
2. QUESTION FORMATION IN ENGLISH AND MACEDONIAN

The interrogative form in English is made by subject-verb inversion. Word order remains unaltered, no matter whether it is a yes/no or a wh-question. In simple tenses, the auxiliary is placed initially, i.e. in second position when the question begins with a question word and is followed by the subject and the main verb in infinitive. Compound tenses form questions by inverting the (first) auxiliary with the subject, whereas the main verb remains in the same position and in the same verb form as in its positive form. When *to be* is used as a main verb, the interrogative form is made in the same way as when it is used as an auxiliary. Modal verbs form their interrogative form in the same way as other auxiliaries, i.e. by inverting the modal verb and the subject.

As in all Romanic languages in Macedonian interrogative sentences are made by inverting the grammatical subject with the main verb or the modal. What is typical about Macedonian is that there are interrogative particles which are used in yes-no questions, which are not used in wh-questions. The interrogative form in yes-no questions is made in three ways:

1. by using an affirmative sentence with a rising intonation: (*Ti*) imash brat?/*(You) have a brother?*
2. by placing the interrogative particle *dali* in front of the verb with a personal verb ending: *Dali sakash da mi pomognesh?/*Would you like to help me?*
3. by using the interrogative particle *li*, with the following word order: (particle for future tense *kje*) + conjugated (modal) verb + *li* + (subject) + complement (da-construction, object/adverb/adjective).

Only the *sum/to be* copula verb in Macedonian differs from the main and modal verbs. Namely, it is a clitic and cannot stand alone at the beginning of a question; hence it cannot act as an auxiliary for the interrogative particle *li*. In yes-no questions *sum/to be* is used with *dali* (*Dali e Goran doma?/*Is Goran at home?*) or in a positive sentence with a rising intonation (*Goran e doma?/*Goran is at home?).

According to the classification of questions in Macedonian by Minova-Gjurkova (1987, 1990, 1994) the Macedonian language has a wider range of yes-no questions in comparison with English. Macedonian learners may add a certain translation equivalent in their English interlanguage of the particle *dali*, where only inversion of the subject and verb is necessary, or they may omit the auxiliary verb in English.

In Macedonian the interrogative form in wh-questions has the following word order: question word + (*kje*) + (modal) verb + (subject) + da-construction/adverb/adjective/object? (e.g. *Kade raboti majka ti?/*Where does your mother work?*)

In wh-questions the copula verb *sum/to be* is inverted with the subject and it placed immediately after the question word (*Zoshto si tazhen?/*Why are (you) sad?).

Due to significant differences in the formation of interrogative forms learners are expected to encounter certain difficulties when acquiring interrogative forms.

3. RESEARCH METHODOLOGY

For the needs of the study texts and dialogues from the MELC were used, ranging from A1 to B2 level, written by students aged 8 to 15. The corpus contains approximately 157,500 words, with a total of 1043 questions. A quantitative method was used to count and classify the questions. This was performed both manually and with the use of the AntCoc programme. Interrogative forms were processed manually only, as the computer programme could not distinguish between yes-no and wh-questions.
Questions were classified according to two criteria: the first one is whether they are yes-no or wh-questions, and the second criterion is the way of formation of the interrogative form. Questions were divided into these two categories because a) in Macedonian question formation depends on the question type (see previously subchapter 2) and b) in this way it can easily be inferred whether and how Macedonian influences the acquisition of interrogative forms. In table 1 the classification of interrogative sentences is presented.

<table>
<thead>
<tr>
<th>yes-no questions</th>
<th>wh-questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) a positive sentence with a rising intonation e.g. *You like it? / Ti se dopagja? * This example has been taken from the MELC, written by an A2 level learner.</td>
<td>a) question word + positive sentence with a rising intonation e.g. Why you buy it? / Zoshto go kupi?</td>
</tr>
<tr>
<td>b) inversion of to be/sum as a main verb and the subject e.g. Are you angry? / Dali si lut?</td>
<td>b) question word + to be/sum + subject + complement e.g. How are you? / Kako si?</td>
</tr>
<tr>
<td>c) auxiliary + subject + main verb e.g. Did you agree? / Dali se soglasi?</td>
<td>c) question word + auxiliary + subject + main verb e.g. What do we need? / Shto ni treba?</td>
</tr>
<tr>
<td>d) modal verb + subject + verb in infinitive e.g. Can you show me? / Mozhe li da mi pokazhesh?</td>
<td>d) question word + modal verb + subject + verb in infinitive e.g. What time should I be there? / Vo kolku chasot (treba) da bidam tamu?</td>
</tr>
</tbody>
</table>

Table 1 Classification of interrogative statements according to the question type and the way of formation of interrogative sentences

Questions such as Why not? are not included in the interrogative sentences as they do not contain a verb. After sentence classification correct and incorrect verb forms were counted in each category and for each level (A1-B2). This made it easier to determine a) the acquisition process of interrogative forms; b) if and how Macedonian influences their acquisition; and finally, c) to make a comparison across levels in order to notice the pace of progress of acquisition of these forms.

It is debatable how high the frequency of a certain form should be in order to be considered acquired. According to Bailey et al. (1974), Brown (1973) and Dulay and Burt (1974) 90% of correct usage suggest that a certain structure has been acquired. Unlike these authors, Vainikka and Young-Scholten (1994) accept only 60%. In this article we accept the thesis that the very occurrence of a certain structure can be considered as acquisition evidence, or more precisely as proof for presence of the form (Grondin and White 1996; White 1992).

4. DESCRIPTION AND ANALYSIS OF INTERROGATIVE FORMS ACROSS LEVELS

Results of the analysis of the sentences are shown in tables for each level separately. The number and percentage of correct, incorrect and a total number of interrogative forms is presented for each level. This is followed by an overview of the structures of the incorrect forms, which are further analyzed and discussed through the error analysis method and contrastive analysis. Errors are then analyzed in the following order: - most typical errors are presented and described - errors are classified as a) developmental or b) transfer errors from L1 - both error types are explained - trends are determined and the hypothesis about L1-L2 transfer is tested.
4.1 Interrogative forms at A1 level

The subcorpus of A1 level contains approximately 13,500 words and 121 questions. All interrogative sentences were divided into two groups of question types: yes/no questions (a total of 86) and wh-questions (35). Yes-no questions mostly contain the interrogative form of the modal *can*, because the instructions for both dialogues that the students are asked to write contain a given model of a polite request. Namely, the set phrase *Can you help me?* is used in most dialogues.

4.1.1. Acquisition of interrogative forms

As shown in the table below both types of questions mostly consist of the interrogative form of the verb *to be* (total 55%), followed questions with the modal *can* (37%) and an auxiliary verb + subject + main verb (22%). There is only one example of formation of yes/no questions where a positive statement with a rising intonation is used.

<table>
<thead>
<tr>
<th>A) yes-no questions</th>
<th>correct form</th>
<th>incorrect form</th>
<th>total number of forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>a positive sentences with a rising intonation</td>
<td>/</td>
<td>1 (1%)</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>e.g. <em>You training too?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inversion of <em>to be</em> + subject</td>
<td>36 (30%)</td>
<td>/</td>
<td>36 (30%)</td>
</tr>
<tr>
<td>e.g. Are you?</td>
<td>11 (9%)</td>
<td>2 (2%)</td>
<td>13 (11%)</td>
</tr>
<tr>
<td>auxiliary + subject + main verb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. <em>Do you need help?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>modal verb + subject + verb in infinitive</td>
<td>36 (30%)</td>
<td>/</td>
<td>36 (30%)</td>
</tr>
<tr>
<td>e.g. <em>Can I ask you something?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B) wh-questions</td>
<td>correct form</td>
<td>incorrect form</td>
<td>total number of forms</td>
</tr>
<tr>
<td>question word + positive form with a rising intonation</td>
<td>/</td>
<td>/</td>
<td>0</td>
</tr>
<tr>
<td>e.g. <em>Where are you?</em> / <em>Kade si?</em></td>
<td>25 (20%)</td>
<td>/</td>
<td>25 (20%)</td>
</tr>
<tr>
<td>wh-word + <em>to be</em> + subject</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. <em>What are you doing?</em></td>
<td>7 (5%)</td>
<td>2 (2%)</td>
<td>9 (7%)</td>
</tr>
<tr>
<td>wh-word + auxiliary + subject + main verb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. <em>What can I do?</em></td>
<td>1 (1%)</td>
<td>/</td>
<td>1 (1%)</td>
</tr>
<tr>
<td>wh-word + modal verb + subject + verb in infinitive</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 Interrogative forms at A1 level

4.1.2 Error analysis

The number of errors is insignificant, and they occur when the interrogative form of main verbs is made (*Are you have a car?*, *What time is the match starts?* *Where do you going*?). These are not transfer errors, because question formation in Macedonian never involves insertion of an auxiliary; only interrogative particles (*dali, li*) are inserted into yes/no questions, which is not the case with wh-questions. Errors are developmental because despite the presence of erroneous forms an auxiliary of some kind is used. This suggests that learners are experimenting with their interlanguage, until they are able to find the correct forms and start using them consistently, as is the case at higher proficiency levels.

Using the positive form with a rising intonation is an example of a developmental error, although in Macedonian this is also one of the ways of question formation. According to Gas & Schachter (2003) this
is a sensible means, which is both grammatically and communicatively comprehensible, and it, therefore, rarely promotes acquisition of a new form.

According to the results we can conclude that the acquisition of interrogative forms as early as at A1 level is not difficult for Macedonian learners, in spite of the differences between L1 and L2. This also proves that L1 has an insignificant influence on L2 acquisition.

4.2 Interrogative forms at A2 level

At A2 level there are 70,000 words and 321 interrogative sentences, with 166 yes/no questions, and 155 wh-questions. At this level, too, there is a considerable increase in the number of questions. The great number of yes/no questions with a modal, just as at A1 level, is due to the fact that the dialogues have been written following a previously given model of making polite requests. The only difference here is that at this level the form with could is used (Could you give me a ride?), and learners used this memorized question throughout all dialogues several times.

4.2.1. Acquisition of interrogative forms

At A2 level there is great usage of the interrogative forms of modals, primarily from the verb can, and the reasons thereof have been listed in 4.2. It is worth noting that the interrogative form of the verb to be is used only in 3% of the yes-no questions, and in as much as in 31% of the wh-questions. Only in 4 of the yes-no questions a positive form is used with a rising intonation (You like it?). In the other question type there are 14 such examples (When you will come?). The number of errors is very small (11.5%), which leads us to the conclusion that although this is a higher level, error percentage remains almost unchanged (10% at A1 level versus 11.5% at A2 level).

<table>
<thead>
<tr>
<th>A) yes-no questions</th>
<th>correct form</th>
<th>incorrect form</th>
<th>total number of forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>a positive sentence with a rising intonation e.g. You will help me?</td>
<td>/</td>
<td>4 (1.5%)</td>
<td>4 (1.5%)</td>
</tr>
<tr>
<td>inversion of to be + subject e.g. Are you crazy?</td>
<td>9 (3%)</td>
<td>/</td>
<td>9 (3%)</td>
</tr>
<tr>
<td>auxiliary + subject + main verb np. Did you agree?</td>
<td>35 (11%)</td>
<td>2 (0.5%)</td>
<td>37 (11.5%)</td>
</tr>
<tr>
<td>modal verb + subject + verb in infinitive e.g. Could you do me a favour?</td>
<td>108 (34.5%)</td>
<td>2 (0.5%)</td>
<td>110 (34.5%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B) wh-questions</th>
<th>correct form</th>
<th>incorrect form</th>
<th>total number of forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>question word + positive form with a rising intonation np. Where we will go?</td>
<td>/</td>
<td>14 (4%)</td>
<td>14 (4%)</td>
</tr>
<tr>
<td>wh-word +to be + subject e.g. How are you?</td>
<td>99 (31%)</td>
<td>1 (0.3%)</td>
<td>100 (31.5%)</td>
</tr>
<tr>
<td>wh-word + auxiliary + subject + main verb e.g. What do we need?</td>
<td>26 (8%)</td>
<td>5 (2%)</td>
<td>31 (10%)</td>
</tr>
<tr>
<td>wh-word + modal verb + subject + verb in infinitive e.g How could you do that?</td>
<td>10 (3%)</td>
<td>/</td>
<td>10 (3%)</td>
</tr>
</tbody>
</table>

Table 3 Interrogative forms at A2 level
4.2.2 Error analysis

Just as at A1 level the nature and number of errors at A2 is identical. What is typical of this subcorpus is
the number of wh-questions containing a positive form of the verb and a rising intonation. This error type
might initially seem a transfer error. However, the first studies on acquisition of interrogative and negative
form, made by Cancino et al. (1975) and Klima and Bellugi (1966) with native speakers of English, show
the following order of acquisition of the interrogative form:

1. Positive statement with a rising intonation
2. Questions with inversion
3. Question with an auxiliary
4. Wh-questions

This clearly shows that the first phase in native speakers is also using a positive sentence with a rising
intonation, which means that this error type can be labeled as developmental.

4.3 Interrogative forms at B1 level

B1 level contains 62,000 words and the number of questions remains relatively the same as at A2 level.
There are 312 questions, out of which 171 yes/no questions and 141 are wh-questions. We can notice here
the use of more complex tenses, such as Present Perfect Continuous.

4.3.1 Acquisition of interrogative forms

At B1 level again yes-no questions most often contain the modal can (39%). They are polite requests from
a pragmatic point of view, although they have the form of a question. Wh-questions with modals comprise
only 5% of the total number, and most questions contain the verb to be. The percentage of incorrect forms
is only 4%. This was expected, as it is B1 level and this where the interrogative form is more or less acquired
completely.

<table>
<thead>
<tr>
<th>A) yes-no questions</th>
<th>correct form</th>
<th>incorrect form</th>
<th>total number of forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>a positive sentence with a rising intonation</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>inversion of to be + subject</td>
<td>11 (4%)</td>
<td>1 (0.3%)</td>
<td>12 (4%)</td>
</tr>
<tr>
<td>e.g. Are you Daniel?</td>
<td>auxiliary + subject + main verb</td>
<td>36 (12%)</td>
<td>/</td>
</tr>
<tr>
<td>e.g. Have you seen it?</td>
<td>modal verb + subject + verb in infinitive</td>
<td>122 (39%)</td>
<td>1 (0.3%)</td>
</tr>
<tr>
<td>e.g. Can you give me a ride?</td>
<td>B) wh-questions</td>
<td>correct form</td>
<td>incorrect form</td>
</tr>
<tr>
<td>question word + positive form with a rising intonation</td>
<td>/</td>
<td>9 (3%)</td>
<td>9 (3%)</td>
</tr>
<tr>
<td>e.g. When we are going?</td>
<td>wh-word + to be + subject</td>
<td>102 (32%)</td>
<td>/</td>
</tr>
<tr>
<td>e.g. Where is it?</td>
<td>wh-word + auxiliary + subject + main verb</td>
<td>15 (5%)</td>
<td>/</td>
</tr>
</tbody>
</table>
4.3.2 Error analysis

At B1 level the number of errors is minimal. The only error that remains the same as at lower levels is when a positive sentence with a rising intonation is used for wh-question formation (*When we are going?*). Although question formation is almost entirely mastered, yet ‘... students do not produce each structure without an error from the first time they start using it in their interlanguage’ (Braidi, 1999:60). Even at a level this high-level learners do occasionally fail to make the necessary inversion or insert an auxiliary in questions.

4.4 Interrogative forms at B2 level

At B2 level there are 41,000 words, 289 questions; 132 are yes-no questions and 157 wh-questions. There are eight correctly formed indirect questions that have not been taken into consideration, as they are used as polite requests. In view of the fact that this is a rather complex construction which is used at higher levels and it cannot therefore be compared to the results of the subcorpus at A1 and A2 level. In yes-no questions the most prevalent form is the modal *can* (31%), whereas in wh-questions the verb *to be* (34%) is most frequently used.

4.4.1 Acquisition of interrogative forms

<table>
<thead>
<tr>
<th></th>
<th>correct form</th>
<th>incorrect form</th>
<th>total number of forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) yes-no questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a positive sentence with a rising intonation</td>
<td>/</td>
<td>1 (0,3%)</td>
<td>1 (0,3%)</td>
</tr>
<tr>
<td>inversion of <em>to be</em> + subject</td>
<td>7 (2%)</td>
<td>/</td>
<td>7 (2%)</td>
</tr>
<tr>
<td>np. Are you OK?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>auxiliary + subject + main verb</td>
<td>33 (11%)</td>
<td>1 (0,3%)</td>
<td>34 (11%)</td>
</tr>
<tr>
<td>np. <em>Are you going on the match?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>modal verb + subject + verb in infinitive</td>
<td>90 (31%)</td>
<td>/</td>
<td>90 (31%)</td>
</tr>
<tr>
<td>e.g. <em>Can you drop me off somewhere near?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B) wh-questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>question word + positive form with a rising intonation</td>
<td>/</td>
<td>2 (1%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>e.g. <em>Why we don’t go to the centre?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wh-word + <em>to be</em> + subject</td>
<td>97 (34%)</td>
<td>/</td>
<td>97 (34%)</td>
</tr>
<tr>
<td>e.g. <em>Where have you been?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wh-word + auxiliary + subject + main verb</td>
<td>43 (27%)</td>
<td>3 (3%)</td>
<td>46 (30%)</td>
</tr>
<tr>
<td>e.g. <em>What do you think?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wh-word + modal verb + subject + verb in infinitive</td>
<td>12 (8%)</td>
<td>/</td>
<td>12 (8%)</td>
</tr>
<tr>
<td>e.g. <em>Where shall we go first?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5 Interrogative forms at B2 level
4.4.2 Error analysis

The number of incorrect forms is insignificant (only 4,6%), which is expected at this high level of language proficiency. The same types of errors are repeated as in lower levels, and their small number demonstrates the limited influence of L1, as previously explained in 4.2. and 4.3.

5. SUMMARY OF A1-B2 RESULTS

In this chapter we compare and analyze the data acquired from all levels and conclusions are drawn concerning the acquisition of interrogative forms, and L1 influence.

5.1 Acquisition of interrogative forms

According to the chart below learners tend to use questions more often in higher levels, although there is a slight decrease from A2 to B2 level (from 312 the number slightly drops to 287 questions). As the chart shows it is obvious that the gap between A1 and A2 is very big, and the number of interrogative utterances doubles in A2 level. This might be due to students’ motivation, which is often very big at the beginning of learning a language, where students progress very quickly, but after reaching A2 level there is certain stagnation.

![Figure 1 Usage of interrogative forms at A1-B2 level](image1)

Concerning incorrect forms results are quite surprising. Although the interrogative form should be difficult to acquire, students tend to make more errors in A2 level, rather than in A1. In addition, the number of errors seems to remain almost unaltered at A and B2 level.

![Figure 2 Error percentage in interrogative forms at A1-B2 level](image2)
As it can be seen from Table 6 the number of errors is quite small across all levels. Although insignificant, the percentage is evenly distributed across all levels. To conclude, the acquisition of the interrogative form does pose certain difficulty for learners. As a result, these forms are acquired more slowly and certain errors from A1 and A2 level occur at B1 and B2 as well. In this regard, Roberto Lado’s hypothesis (different=difficulty) can be confirmed, as there are differences between the ways of formation of interrogative form in L1 and L2.

<table>
<thead>
<tr>
<th></th>
<th>A1 level</th>
<th>A2 level</th>
<th>B1 level</th>
<th>B2 level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1%</td>
<td>5.5%</td>
<td>3%</td>
<td>1.3%</td>
</tr>
<tr>
<td></td>
<td>/</td>
<td>0.3%</td>
<td>0.3%</td>
<td>/</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>2.5%</td>
<td>/</td>
<td>3.3%</td>
</tr>
<tr>
<td></td>
<td>/</td>
<td>0.5%</td>
<td>0.3%</td>
<td>/</td>
</tr>
</tbody>
</table>

Table 6 Usage of incorrect forms in interrogative form from A1 to B2 level

Nevertheless, Macedonian as learners’ L1 has an insignificant influence on the acquisition of interrogative forms in English*. This fact should be considered a great advantage which could lead to related pedagogical implications.

* Concerning L1 influence on acquisition of the interrogative forms by speakers of other languages, several studies have been conducted: Felix (1981), Ellis (1992), Milon (1974), Gillis and Weber (1975), Hanania and Gradman (1977) and Dulay and Burt (1973). All of these studies have shown that L1 has very little or no influence on the acquisition of interrogative and negative form in English as an L2. On the other hand, Butterworth (1972) and Cancino et al. (1975), who have worked with Spanish speaking students, confirmed there is L1-L2 transfer. As a result of these studies we can conclude that there is a lack of consensus on the influence of L1 on L2.

5.2 Limitations

Research results are limited due to the following reasons:
- the number of errors is very small for reliable conclusions to be drawn;
- text types that students were asked to write do not lend the opportunity for the use of a great number of questions;
- dialogue instructions contain ready-made questions and the possibility for more spontaneous answers is limited, which means that the interrogative utterances do not always reflect students’ actual language proficiency.

Results refer only to Macedonian learners aged 8 to 15. If results from older students were studied, there might be more differences in the acquisition process of interrogative forms.

6. CONCLUSIONS

Corpus analysis has partially confirmed the hypotheses set at the beginning of this article. The interrogative form is easily acquired and the number of errors is very small. However, the small number of errors does not decrease from A1 towards B2 level, but it varies, and so at A1 and B2 level the percentage of incorrect forms is almost identical, (5% at A1 level and 4.6% at B2 level), and at A2 level the percentage is the greatest (8.8%).
The hypothesis about L1 influence has not been confirmed. The insignificant influence of L1 on the acquisition of interrogative forms is most ostensibly noticed in the omission of auxiliary verbs when forming the interrogative form or using an incorrect auxiliary (10%), as well as using a positive form of the verb with a rising intonation (8%). After comparing these results to other studies, we can conclude that this error type can be defined as developmental, because such errors also occur in speakers with other L1. Hence, we can infer that Macedonian does not affect the acquisition of the interrogative form, i.e. its influence is insignificant.

7. PEDAGOGICAL IMPLICATIONS

Conclusions drawn from the research conducted on the corpus may find its practical implication in teaching. It is particularly important that students at this age (8-15) do not show any difficulties in acquiring interrogative forms. Therefore, even the small number of errors ought to be taken as a sign of progress and restructuring the learner’s language system.

Regarding teaching these two forms, teachers need not always provide explicit grammar instructions. As it has been shown, students at this age easily acquire these forms, and teachers may also expect them to acquire other, rather complex English structures with no explicit explanation, primarily due to the frequent usage of these structures.

The research has also shown that L1 influence on the acquisition of interrogative forms in English as an L2 is insignificant. This is a great advantage both for teachers and students. This means that teachers may rarely come across transfer errors, probably because students at the age between 8 and 15 do not have the so-called load of previous experience, unlike adult learners, who have already established their own learning techniques and are prone to drawing comparisons between L1 and the target language.

Further research should be carried out with students of other ages in order to confirm the hypotheses in this article.

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Internet sources:
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CORPUS-BASED APPROACH TO VOCABULARY TEACHING AND LEARNING

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Abstract. University EFL learners are typically required to learn a vast amount of vocabulary in a short period of time in order to cope with challenging English tasks, such as comprehending academic texts or writing assignments. One effective strategy that can be used to boost learners’ vocabulary is the word form strategy (Cook, 2016). However, a valid question that arises is: how should word forms be taught? One traditional and widely applicable method is the deductive approach, which typically implements the PPP (Presentation-Practice-Production) strategy. The invention of corpora and their applicability in language education, however, have paved the way for a new approach to language learning. The corpus-based approach, which is seen as an inductive approach and that normally adopts the III (Illustration – Interaction – Induction) strategy, could be used as an alternative approach to teaching word forms. In this paper, the author discusses some reasons why vocabulary expansion through corpora deserves consideration in language pedagogy.

Keywords: Vocabulary learning, Word forms, Data-driven learning, Corpora, Learner autonomy

1. INTRODUCTION

Since the invention and the advancement of electronic corpora, new perspectives to language investigation have emerged. Most importantly, corpora have become accessible to everyone who has access to computers and advanced language analyses are now easier and faster than ever before. For instance, information on some of the most common inflections and derivations, i.e. word family, of the word *forget* in the corpus (Figure 1) is available at the touch of a button and investigations of this kind can be carried out for any other word we wish to explore.

![Figure 1 An excerpt from Skylight web interface showing some common inflections and derivations of the word 'forget'](image-url)
This is only a simple query that we can launch in a corpus as many other advanced language enquiries can be made. For instance, corpora are capable of investigating a word’s common phrases and patterning, collocation, frequency, context, to name a few. What we can discover from a corpus investigation may be often hard, if not impossible, to find in advanced grammar books or dictionaries. The high potential of modern time corpora in language study, as a result, has sparked considerable interest in their role in the language education. Corpus-based teaching and learning or Data-driven learning (DDL) thus has become a field of extensive research and it has drawn the attention of many theorists as well as language practitioners.

2. CORPORA AND VOCABULARY LEARNING

Various studies have been conducted in the last decades to investigate the efficacy of corpus-based approach to vocabulary teaching and learning (see Cobb, 1999; Yılmaz and Soruç, 2015; Ashkan & Seyyedrezaei, 2016). They largely indicate positive results, thus seeing DDL as a valuable learning approach. More importantly, these studies, as well as other studies carried out in the field of DDL (Gaskell and Cobb, 2004; Yoon & Hirvela, 2004; Gilmore, 2009; Mull, 2013), generally show that learners have positive attitudes towards using corpora as reference and learning tools.

Theorists and practitioners point to numerous benefits learners obtain when learning vocabulary through corpora. Referring to several researchers and authors, Nation (2001) summarizes several advantages of corpus-based vocabulary learning:

1. Learners meet vocabulary in real contexts. The information which these provide often differs from non-corpus-based descriptions.
2. Multiple contexts provide rich information on a variety of aspects of knowing a word, including collocates, grammatical patterns, word family members, related meanings and homonyms.
3. The use of concordances involves discovery learning, where the learners are being challenged to actively construct generalizations and note patterns and exceptions.
4. Learners control their learning and learn investigative strategies. (p. 111)

Wilson (2013) holds that corpus-based pedagogy could do more than what dictionaries and textbooks do in language investigation and language learning, e.g. in the expansion of the vocabulary. For Quan (2016), corpus consultation “may provide focused repetitions of the target word, as learners are offered the opportunity to go through a number of examples in a short time, which may take years for them to meet via conventional reading” (p. 276). Similarly, Gilquin and Granger (2010) maintain that extensive encounter of say certain words can lead to the development of learners’ vocabulary as well as the phraseologies with which they are associated.

3. LEARNING WORD FORMS THROUGH CORPORA

Word forms have drawn the attention of many theorists and practitioners and have been viewed as a useful strategy to boost language learners’ vocabulary. Cook (2016), for instance, maintains that making students aware of the fact that words with certain affixes have associated meanings may be beneficial in two ways. Firstly, learners may infer the meaning of a word based on the knowledge of affixes attached to that word. Secondly, they can use the strategy efficiently to memorize considerable vocabulary. That is to say, by having learners know the meaning of the prefix hyper – meaning more than normal or too much – they would be able to both comprehend and memorize with no trouble a considerable number of other words with this sort of word formation, such as hyperactive, hypercreative, hypersensitive, and so on.
Word forms have been traditionally taught through common deductive approach. That is to say they follow the prominent PPP (Present-Practice-Produce) strategy: (1) word forms are first presented to learners; (2) then they are given time to practice them; (3) finally, learners are expected to produce the same. The deductive approach is a top-bottom approach in which teaching and learning moves from rules towards specific examples and it is traditionally seen as a more teacher-centered approach.

With the advancement of electronic corpora and the development of DDL as an alternative approach, however, a new method to teaching and learning word forms could be said to have emerged. Below we discuss how word forms could be taught to language learners through corpus-based approach.

As opposed to the traditional pedagogy, Data-driven learning, as the name implies, is an inductive or a bottom-up approach in which teaching and learning moves from examples to making generalizations or rules. As a result, data-driven learning can adopt the III strategy (McEnery & Xiao, 2011) which stands for Illustration, Interaction, and Induction. In the illustration stage, learners look at concordance lines; in the interaction stage, they share their findings from corpus with their peers or teacher; lastly, they make generalizations or infer rules based on their findings from the corpus data. In the case of teaching and learning word forms with the help of corpora, the following stages may be included: learners may be firstly required to investigate the most common words that contain a certain affix (e.g. hyper- mentioned earlier). Additionally, they may be tasked to find meanings or grammatical class of the words using concordance lines for clues. In the second phase, they could share their findings with their peers or teachers. Finally, in the deduction phase, learners are supposed to make generalizations based on the findings from the corpus data. It is clearly evident that DDL is a more student-centered approach in which learners are seen as “Sherlock Holmes” (Johns, 1997, p. 101) or language investigators rather than simple recipients of knowledge. Teachers, on the other hand, are no more seen as ‘teachers’ in the traditional sense, but rather as ‘facilitators’ in the language classroom (Warren, 2016).

There are numerous corpora online that could be used to investigate words with affixes. One corpus that is designed to be more user-friendly for research, teaching, and learning is IntelliText (Sharoff, 2014) which is administered by University of Leeds. As pointed out in one of its tutorials, this corpus has a special function which could be used to search and study words based on affixes and it is considered very useful when it comes to boosting learners’ vocabulary. Searches can be done using various English text corpuses, such as British National Corpus (BNC), UK webpages corpus (UKWAC) and so on, depending on what variety or type of text one wants to investigate. In the case of word forms, BNC would be more appropriate since it is considered to represent general English. IntelliText has a special feature which searches for words with certain affixes. The searches can be launched by entering either a prefix or suffix in the search box. The results are typically given in a list based on their frequency of occurrence, the most frequent ones appearing first. By clicking the frequency number of one of the words, a learner is able to get the concordance lines for that particular word (Figure 3). The data then could be used for variety of purposes,
such as guessing the meaning of a word, notice grammatical class, find common patterning etc., depending on the task given by the instructor.

Figure 3 The most frequent -isms (list on the left) in English and some concordance lines of the word ‘criticism’ (examples on the right) investigated in IntelliText using BNC corpus

4. SOME BENEFITS AND DRAWBACKS OF CORPUS-BASED TEACHING AND LEARNING OF WORD FORMS

Learning word forms through corpus-based approach may benefit the language learners in many ways. One very important advantage of learning with corpora is the fact that learners do not rely on invented language, as it is typically the case in many language textbooks, but rather they are exposed to naturally occurring language as originally spoken or written by native speakers of English. This, as a result, may improve motivation since learners are aware that “they are learning the language they will encounter when they step outside the language classroom and into the world of language use” (Ruppen, 2010, p. xi). This suggests that corpus could play a role of a ‘linguistic expert’ for the learner, whenever he has a question about the language he is learning.

Investigating word forms through corpus consultation can guarantee rich information about words that are often unlikely to be found in grammar books or advanced dictionaries. Learners, by the help of corpus advanced features, may find useful lists of words that contain certain affix ordered by frequency (see Figure 3). This helps them discover the words that are more common in the language (and thus have more priority in vocabulary learning); and vice versa, it helps them avoid words (although this still depends on the learner’s proficiency and his circumstances) which occur very rare in English and which they may never encounter or use in their professional or daily lives. They can also extract useful and in-depth information about words they are learning as concordance tools provide plentiful context for words as well as advanced queries for this purpose. Last but not least, learners can extract useful contextual information about words. For instance, when one investigates the concordance lines for context clues about the word hypertension notices that it is typically used in medicine.

DDL provides a feeling of empowerment in learners (Gilquin and Granger, 2010). Namely, having learners explore word forms in the corpus can boost their confidence in a way that they too can find useful information about vocabulary just as lexicographers do. In addition, DDL is believed to foster learner autonomy (Bernardini, 2004). This in fact may be one of the most useful aspects of learning word forms through DDL. As there are many word forms in English, it would be impossible to cover them all in the
class. For this reason, it is useful to use the approach many times in the classroom until the learners have become accustomed to the approach. However, it is on learners’ own responsibility to continue using this strategy autonomously, beyond college, for the purpose of expanding their vocabulary even further.

Corpus-based learning involves useful cognitive processes. O’Sullivan (2007), for instance, mentions seventeen mental processes taking place when learners engage in corpus investigations. Some of these processes are: deducing, making hypotheses, predicting, and so on. Based on this, it could be assumed that DDL benefits the learner not only linguistically but also with valuable extralinguistic skills that are useful both at college and beyond.

If one decides to use a corpus-based approach to teaching word forms, however, some potential problems should be taken into consideration. One obstacle we may encounter is that a purely inductive approach may be too difficult for some learners, particularly for low proficiency ones or those who are not comfortable with the inductive learning style (see Flowerdew 2009, Huang, 2008). However, DDL is not always seen as a purely inductive approach. For Gilquin and Granger, (2010), for example, corpus-based pedagogy can be adapted anywhere between fully teacher-centered and learner-centered scale. Huang (2008) uses the term ‘guided’ DDL to advocate a softer version of corpus-based approach (p. 20). What is clear from this discussion is that it is on the instructor to decide whether to provide assistance during his corpus-based class tasks as this will depend on his students’ ability to cope with the task. Moreover, if the instructor decides to aid students due to the presence of weak students or those who can’t cope with purely inductive teaching and learning, he should also decide on the degree of the assistance. The assistance can be offered by using clues (Flowerdew, 2008) to make sure the approach is made suitable for all learners.

Another obstacle we could encounter while using corpora to teach word forms is that of learners coping with the software. Corpus interfaces have become more and more user-friendly during the last decades but not to a degree to say that learners can handle it without preparation. According to Gilquin and Granger (2010), corpus training is necessary if one decides to use DDL in the classroom. This is due to lack of preparation, both in handling the software functions as well as in interpreting the corpus data, which will most likely result in unsuccessful completion of tasks. Therefore, sufficient preliminary corpus training is a must if we want to have an effective and productive corpus-based pedagogy.

5. CONCLUSION

Based on the discussion in this paper, it is reasonable to believe that learners could effectively use corpora as a reference tool to explore word forms as the new technology is now sufficiently advanced for this purpose. This can be done with a minimum teacher help, i.e. with more learner autonomy, or with a greater degree of support depending on learners' capacities, proficiency, and learning styles. In addition, learners should undergo a sufficient training in the use of corpus software as well as in the skills necessary to interpret concordance lines as these may undermine the effectiveness of the approach. The discussion also leads us to one of the most fundamental questions related to the effectiveness of DDL in vocabulary learning: does corpus-based learning of word forms result in effective retention? If yes, then, does learning word forms through DDL result in better retention compared to the traditional learning approaches? This is an area that is open to more research which would further clarify the effects of teaching and learning of vocabulary through corpora.

REFERENCES


LEVEL OF AGREEMENT BETWEEN TEACHER ASSESSMENT AND SELF-ASSESSMENT OF ORAL PRESENTATION SKILLS

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ABSTRACT

The focus of this research is agreement between self- and teacher assessment through oral presentations and it confirms the expected results already familiar in the literature i.e. students, in general, assess themselves higher than teachers. Assessment rubric of 15 questions with a five-point Likert scale was used for both self- and teacher assessment was used. For the analysis, standard statistical techniques in MS Excel were used. The study shows that although the relationship between teacher assessment and self-assessment is weak, it is still statistically relevant and it shows significant difference, but when comparing teacher assessment results with self-assessment results for each teacher separately, some unexpected outcomes emerge. Out of five, only one teacher’s results confirm the well-known assumption – students assess themselves higher than teachers. However, all the others seem to be influenced by some factors and limitations that impose different results than the overall one.

Keywords: assessment, self-assessment, teacher assessment, oral presentation, agreement

1. INTRODUCTION

Oral presentations seem to be good vehicle through which self- and teacher assessment can be observed as processes directed towards acquiring new skills and ability in developing responsibility and autonomy, as well as reflection on students learning. Current trends in assessment emphasize formative assessment as an alternative and an all-inclusive process where teachers and students work together. Assessors, teachers and students, are ready to use it even as a form of summative assessment. On the other hand, it seems to be quite difficult for the managers, employers or institutions outside education, to abandon traditional assessment as it is very clear and practical. But the more they insist, the stronger the effort of the teachers to change that it is.

Formative assessment is an ongoing process of gathering information on the extent of learning, on strengths and weaknesses, which the teacher can feedback into their course planning and the actual feedback they give learners. Formative assessment is often used in a very broad sense so as to include non-quantifiable information from questionnaires and consultations. (CEFR, p.186) – “Assessment for Learning”; whereas, summative assessment sums up attainment at the end of the course with a grade or a quantitative mark. (CEFR, 2001, p.186) – “Assessment of Learning”.

Similarly and Somervell (1993) suggest that formative assessment, especially self- and peer-assessment, can be used for summative purposes as part of the co-assessment by giving the teacher the power to make the final decision about a process or a product. The combination of self-, peer- and co-assessment with a
summative result enables students and teachers work together in a constructive way and achieve higher level of understanding, making all stakeholders of the educational process happy. Self-assessment (SA) and peer-assessment (PA), as they usually go together, highlight the involvement of the students in the process of assessment and learning in general. SA is an arrangement for learners and/or workers to consider and specify the level, value or quality of their own products (Topping, 2003, p. 58). SA refers to the involvement of learners in making judgments about their own learning, particularly about their achievements and the outcomes of their learning (Boud and Falchikov, 1989, p. 529). SA becomes a process for the learner through which they develop skills and abilities that would help them in many areas in the educational process. Boud and Falchikov (1989) suggest that effective learners have a realist view about their own strengths and weaknesses and they can use knowledge regarding their own learning process to direct their studying into productive directions. In addition, students’ involvement into the assessment process develops other necessary lifelong learning skills such as responsibility, judgment and autonomy which have considerable importance for their professional life (Sluijsmans et al., 2001).

Studies about SA or PA through oral presentation skills are many, but still not enough. There are many studies which use different kinds of participants and instruments during the research, and make the results difficult to read and compare. The participants can vary from students with English as a second language as a major to American students with a major in science. Nevertheless, students who do self-assessment through oral presentations direct the whole process towards self-regulated learning, and via observational learning, learners compare their performance with standards of a good oral presentation. This good presentation is previously given as a set of instructions and explicitly written in a self-assessment grid used during the assessment processes. The oral presentation skills will evolve by achieving a better match between these standards and the current performance level (Sadler, 1989). The process itself is called calibration and it refers to the match between an internal evaluation and a standard (Winne, 2004). Self-assessment helps the process of calibration.

There are a lot of variables that affect the reliability and quality of the research. Student success and level are important variables that affect self-assessment. There is a tendency that more able students under-rate themselves and vice versa, weaker students over-rate themselves (Dochy et al 1999). He also reports that advanced students evaluate their performance more accurate than novices. Boud and Falchikov (1989) say that self-assessment results get more accurate over time with experience, maturity and practice. There are also personal differences in standards and rating styles that affect the assessment for both self- and teacher assessment, but clear instructions and training improve assessment skills. On the part of the teachers, there is the everlasting question which is little researched in comparison to self-assessment: Is this “expert” or teacher assessment so undoubtedly reliable? It turns out that the results of the inter-rater reliability among the teachers raise a lot of questions that should be further answered.

The research questions which are covered in this study are as follows:

- What is the overall level of agreement between self-assessment and teacher assessment?
- What are the individual levels of agreements (teacher – student)?
- What is the inter-rater reliability of the teachers?

2. METHOD

2.1 Participants and procedure

The participants that took part in this study made a short audio-visual power point presentation about a famous person from an English-speaking country. Each of the presentation lasted approximately 5 minutes and there were four presentations in a day. The whole process took about two weeks to be finished. There were 31 students of English as a foreign language in the preparatory year at International Balkan University
in Skopje, Macedonia. They were at the level of B1 or B1+ according to CEFR. The balance between female and male was kept and there were approximately 50% of each. The students’ average age was about 19. Each student made one self-assessment and was asked to do it immediately after the presentation. There were also six experienced teachers who did the teacher assessment. They did 6.2 assessments in average. Both students and teachers were previously familiar with the assessment rubric and the meaning of the questions. Students received a detailed training with explicit instructions and video samples of what is expected from them in terms of preparing and presenting the presentation. The teachers participated in creating the assessment rubric which was based on a rubric previously used through the years in preparatory year as an assessment tool. They all knew the rubric well. The rubric was consisted of 15 oral presentation evaluation criteria divided into three categories: seven criteria about the content and organization, four criteria about the nature of the delivery and four criteria about the language use (see Appendix 1) A 5-point Likert scale was used to quantify the results.

This is an example of a question with a five-point Likert scale.

Was the beginning/ opening interesting?

1 -------- 2 ------ 3 ------- 4 ------ 5

Very bad average very good

The same assessment rubric was used by both students and teachers.

<table>
<thead>
<tr>
<th>Assessors</th>
<th>Total number of assessments</th>
<th>Average number of assessed presentations for one assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>31</td>
<td>6.2</td>
</tr>
<tr>
<td>Students</td>
<td>31</td>
<td>1</td>
</tr>
</tbody>
</table>

*Table 1. Summary of the assessment procedure*

### 2.2 Analysis

The obtained data were entered in MS Excel for data analysis. They were analyzed using three statistical analyses. First, to measure the relationship between teacher assessment and self-assessment Pearson-Product Moment correlation analysis was performed. Secondly, to compare the total rubric scores of teacher assessment with that of self-assessment an independent-samples t-test was conducted. Mean scores of teacher assessment and self-assessment were calculated and compared. Finally, to compare the scores of each teacher assessment with the corresponding self-assessment independent-samples t-tests were done for each teacher separately.

Reliability is a key point with different assessor. There are several ways to calculate and interpret the correlation between assessors. A Pearson product-moment correlation coefficient was computed to assess the relationship between teacher assessment scores and self-assessment scores. Based on the results of the study, teacher assessment is weakly related to self-assessment (r =.33, p <.001). A scatterplot summarizes the results (Figure 1). Overall, there was a weak, not very positive correlation between TA and SA. Increases in scores of SA were not always correlated with increases in scores of TA.

<table>
<thead>
<tr>
<th>Teacher mean</th>
<th>Self mean</th>
<th>Teacher SD</th>
<th>Self SD</th>
<th>Pearson r</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.09</td>
<td>56.35</td>
<td>10.4</td>
<td>7.74</td>
<td>0.33</td>
</tr>
</tbody>
</table>

*Table 2. Teacher scores versus self-assessment scores (n=31)*
On the other hand, an independent-samples t-test was conducted to compare the total rubric score of teacher assessment scores and the total rubric score of self-assessment scores. There was a significant difference in the scores of teacher assessment ($M=48.1$, $SD=10.4$) and self-assessment($M=56.4$, $SD=7.7$; $t(60)=3.54$, $p<.001$. These results suggest that teacher assessment and self-assessment are different and generally students assess their own work higher than teachers.”

The correlations between the scores of selfs and teachers show a considerable variation in the marks. Independent-samples t-tests were conducted to compare the separate rubric scores of teacher assessments and the separate rubric scores of self-assessments. Pearson product-moment correlation coefficients were also computed and the individual relationships between teacher assessments and self-assessments show that there is a big discrepancy and that the range of correlation is big.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Teacher mean</th>
<th>Self mean</th>
<th>Teacher SD</th>
<th>Self SD</th>
<th>Pearson r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>53.66</td>
<td>54.66</td>
<td>10.50</td>
<td>6.25</td>
<td>.30</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>38.4</td>
<td>49</td>
<td>11.63</td>
<td>9.51</td>
<td>.97</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>44.66</td>
<td>58.33</td>
<td>11.6</td>
<td>3.21</td>
<td>-0.88</td>
</tr>
<tr>
<td>Teacher 4</td>
<td>49.44</td>
<td>61.8</td>
<td>5.24</td>
<td>7.51</td>
<td>-0.69</td>
</tr>
<tr>
<td>Teacher 5</td>
<td>49.75</td>
<td>55.37</td>
<td>11.56</td>
<td>5.34</td>
<td>.54</td>
</tr>
</tbody>
</table>

Table 3. Separate teacher assessment scores compared to self-assessment scores

Based on these results we can clearly see that the score assessment of some teachers, for example Teacher 1 ($r=.30$, $n=6$, $p=.84$), is weakly related to the self-assessment score. It means that there is almost no difference in the final results, although they do not always increase simultaneously together. However, Teacher 2 assessment score ($r=.97$, $n=5$, $p=.15$) is strongly related to self-assessment, but still statistically insignificant or there is no difference in the final results. The results concerning self-assessment scores showed that students had realistic perceptions of their own abilities and made rational judgements or the teacher explained the evaluation criteria in a manner which was very well comprehended. The only relevant score that shows difference in scores and a kind of good correlation is Teacher 3 score ($r=-.69$, $n=9$, $p<.001$), but the correlation is negative and as teacher’s mark grow, as student’s marks drop. The scatterplots summarize the results (Figure 2).
Teacher 1 ($r = .30, n=6, p = .84$)

Teacher 2 ($r = .97, n=5, p = .15$)

Teacher 3 ($r = -0.69, n=9, p < .001$)

*Figure 2. Separate correlations between teachers and students*
3. DISCUSSION AND CONCLUSION

In this research we get closer to the alternative assessment or formative assessment. Self- and teacher assessment are becoming part of the co-assessment which helps both students and teachers. Students become more independent, reliable and responsible, and teachers share the burden and the knowledge with the students preparing them for a life-learning journey. This process is also part of the self-regulating learning which uses oral presentation skills as vehicle towards its means.

In general, the comparison of the overall rubric scores of self- and teacher assessment concluded that the level of agreement is positive but low, or with other words, there was a significant difference of their scores which is similar to those reported in other studies. Students, in general, assess themselves higher than teachers.

Comparison of self- and teacher assessment rubric scores emphasizes the positive relationship, although with lots of discrepancy on individual level. Low correlation between the scores shown above tells us that teachers and students interpret the criteria differently. High correlation shows that the comprehension of the evaluation criteria is the same between teachers and students. This can be a result of many reasons. One of them is the experience - teachers’ experience in teaching, assessing and conducting self-assessment. Teachers have bigger and much longer experience than students. They recall larger sets of models from the past. The criteria that they build are not confined to that one classroom in the present. They stretch over the years before and over the years to come. No matter how fantastic it sounds, teachers do project their work in future too.

However, experience can have negative impact on teacher’s work as well. In regard to the inter-rater reliability of the teachers, when some informal interviews were made with the teachers after these diverse individual teachers’ results, they said that being aware of the social and personal background of the students from the previous generations, they did not expect much from the new generations as well. They seem to be more lenient as it can be seen from Teacher 1, where there is almost no difference in the means and the overall rubric score. This negative attitude towards the newcomers affected students badly, and it should be taken into consideration. These kinds of studies can serve as a wake-up call.

Other important factor that may reflect on the research is the number of presentations assessed. The teacher with the highest number of assessed presentations (n=9) got most reliable results. A decision must be made beforehand upon the lowest and highest possible number of presentations assessed by one assessor in order to get reliable results.

There might be other reasons for such deference. In creating the rubrics, not all teachers seemed to take a serious attitude towards its creation. Some of the teachers were not aware of some basic notions of assessment, which mean that they should also be offered pre-training sessions just like the students. The assessment pre-training should be offered to both teachers and students or the assessors in general. Students should also be involved into the process of rubrics creation and defining of the assessment criteria. Falchikov (2005) suggests developing evaluation criteria in close collaboration with students. Low reliability level suggests that training of assessors is very important not just for the study itself, but also for the quality of educational process. More experienced students tend to be more accurate in their self-assessment than less experienced students (Lejk & Wyvill, 2001).

The length of the rubric might be another reason that affects this discrepancy. As reported by Sluijsmans (2002) seven-item questionnaire was suggested, which makes my fifteen-item rubric complicated and difficult. De Grez et al. (2009b) distinguish nine criteria rubric with descriptors and indicators provided to support the assessment process.
Providing learners with a good quality feedback about their oral presentation skills is also important for the acquisition process. Winne (2004) stress the importance of the feedback and its accuracy, and York (2003) state not only the quality of the feedback, but also what students do with that feedback. Students should take right actions in future based on good quality feedback. The combination of the two is important.

REFERENCES


De Grez et al.141


**APPENDIX 1**

**Oral Presentation**

**Teachers/ Self-assessment evaluation form**

<table>
<thead>
<tr>
<th>Topic: ..................................................................................................................</th>
<th>Class: ..................................................................................................................</th>
</tr>
</thead>
</table>

**Organization and content:**

1. Was the beginning/ opening interesting? [1-5]  
   - Very bad  
   - Average  
   - Very good

2. Was the contents list good? [1-5]  
   - Very bad  
   - Average  
   - Very good

3. Were there any pictures? [1-5]  
   - Not enough  
   - Average  
   - Too many

4. Was the text on the slides easy to read? [1-5]  
   - Very difficult  
   - Average  
   - Very easy

5. Was there enough text? [1-5]  
   - Not enough  
   - Average  
   - Too much

6. Did you use details/ examples/ facts to support the main points? [1-5]  
   - Not enough  
   - Average  
   - Too much

7. Was there clear conclusion in the end? [1-5]  
   - Very bad  
   - Average  
   - Very good

**Delivery:**

8. Did you prepare yourself well? [1-5]  
   - Very bad  
   - Average  
   - Very good

9. Did you read the presentation? [1-5]  
   - All of it  
   - Average  
   - Only the notes

10. Did you make eye contact? [1-5]  
    - Not enough  
    - Average  
    - Too much

11. Did you use your hands? [1-5]  
    - Not enough  
    - Average  
    - Too much

**Language:**

12. Was grammar correct? [1-5]  
    - Very bad  
    - Average  
    - Very good

13. Was vocabulary appropriate for the level? [1-5]  
    - Very bad  
    - Average  
    - Very good

14. Was pronunciation good? [1-5]  
    - Very bad  
    - Average  
    - Very good

15. Did you use transition words? [1-5]  
    - Not enough  
    - Average  
    - Too many
Part II
English Literature
HUMOR AND GROTESQUE IN FLANNERY O’CONNOR’S A GOOD MAN IS HARD TO FIND

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North Macedonia

Abstract: Flannery O’Connor is known to be one of the most notable fiction writers considered to be the strongest apologist of Roman Catholicism in the twentieth century. Being born and raised in the American South, reasonably enough, her works reflected the regional settings. Her fictional style is mainly representative of the Southern Gothic, populated with grotesque characters, depicting the moody and disturbing life in the American South. With the publication of her first short-story collection “A Good Man is hard to Find” (1955) established O’Connor’s Christian character and darkly comic intent much clearer. Being one of the most famous examples of American Gothic fiction, the story embodies O’Connor’s elements of fiction which have been termed as Christian tragicomedy: tragic because of its elements of the grotesque, often violent, events and characters in the stories, and comic because of the author’s ability for achieving humor in the midst of this violence. Thus, this paper will look at the ways how the short story moves from satiric family comedy to brutal revelation as a grandmother leads her frustrated family on a vain attempt to find her old house in rural Georgia. While looking for the site of her girlhood property, she accidentally brings her whole family to their deaths at the hands of a tortured killer, The Misfit. He displays an odd regard for the grandmother, who forgives him right before she dies.

Keywords: southern gothic, humor, grotesque, evangelicalism

1. INTRODUCTION

Flannery O’Connor published A Good Man is Hard to Find in 1953 along with a collection of other stories gathered under the same title. Being considered as one of the most famous examples defining Southern Gothic Fiction, it is one of her most well-known and anthologized short stories. The grotesque, the macabre, or the fantastic incidents, practices by prominent writers of the American South whose stories are set in the region is characterized by the eccentric characters and the local color, are the main focus that contributes to the creating of the moody and unsettling depiction of life in the American South. Respectively, the fiction of Flannery O’Connor is a quintessential example of the Gothic Fiction of the American South. However, according to Walters (1973) the main influences on her life that are also reflected in her fiction are “Being Catholic, and a Southerner and a writer” (p. 17). As a result, these three main influences appear in her fiction as she demonstrates her devotion to the Christian faith and her Southern identity in the majority of her work. Being brought up and led by Christian values, O’Connor (1969) believed that her readers lacked the Christian conviction that she had. Therefore, in order to reach such an audience, she believed that “The novelist with Christian concern will find in modern life distortions which are repugnant to him, and his problem will be to make these appear as distortions to an audience which is used to seeing them as natural” (p. 33). “This she accomplished by resorting to the grotesque in her fiction. Consequently, Christianity is the most striking element of her fiction. Nilsey (2002) states that O’Connor was convinced that the function of a writer could only be stated in terms of their religion: “I see from a standpoint of Christian orthodoxy. This means that for me the meaning of life is centered in our Redemption by Christ and what I see in the world I see in its relation to that” (p. 84). O’Connor felt that her own religious attitude was very much in opposition to the religious attitude of her fellow citizens at that time. The grotesque element in her fiction which often has a humorous side is one of the most powerful when conveying the message about religion. Whether it occurs in the form of physical distortions or bizarre dramatic circumstances, the grotesque, as Claire Kahane (1979) observes that her fiction creates in the reader “an oscillation between the comic and
the fearful response” (p.114-15). Her characters are beautiful and ugly, impressive and ludicrous. They have monumental quality despite the grotesque elements of their characters. When elaborating on her technique of achieving the mystery of faith through the grotesque, she said that the grotesque grew naturally out of the way she sees the world: “My own feeling is that writers who see by the light of their Christian faith will have, in these times, the sharpest eye for the grotesque, for the perverse, and for the unacceptable […] The novelist with Christian concerns will find in modern life distortions which are repugnant to him, and his problem will be to make these appear as distortions to an audience which is used to seeing them as natural” (Nilsy, 2002, p. 89). However, her use of the grotesque leads to humor, another very powerful element in her fiction.

2. THE HUMOROUS ASPECTS

Humor plays a major role in the fiction of Flannery O’Connor therefore it is often tightly connected with the grotesque. O’Connor masterfully juxtaposes the violence of the grotesque against the comedy of the actual story. The humor arises in the middle of horrific events, and her seriousness in the middle of ridiculousness. According to Somerville, “the irony is at once strikingly comic and an indication of broader more serious possibilities. It is a technique which, like the use of the grotesque is part of O’Connor’s ‘realism of distances’ a suggestion to the reader, here in the moment of laughter that there is a world of ‘mystery’ intimately involved in the world of manners. (p. 86)

The story A Good Man Is Hard to Find illustrates many of the techniques and themes which were to characterize the typical O’Connor story. The Misfit, the pathological killer who murders an entire family in this story, was apparently fabricated from newspaper accounts of two criminals who had terrorized the Atlanta area in the early 1950s; Red Sammy Butts, according to another critic, may have been based on a local “good ole boy” who had made good and returned to Milledgeville each year, on the occasion of his birthday, to attend a banquet in his honor, hosted by the local merchants.

O’Connor’s treatment of the characters in this story reinforces her view of man as a fallen creature. Briefly, the story depicts the destruction of an altogether too normal family by three escaped convicts. The thematic climax of the story involves an offer of grace and the grandmother’s acceptance of that gift as a result of the epiphany she experiences just before her death. The events which lead to that climax, however, generate much of the interest of the story.

The grandmother who is the protagonist in A Good Man is Hard to Find represents a fallen individual as her definition of ‘goodness’ associates with worldly rather than in spiritual terms. It is this kind of attitude that renders her actions humorous. She respects and considers to be good people those who are polite and respectful of their heritage. The reader encounters her twisted understanding of shortly after the family has begun traveling to Florida. As they are passing through Georgia eight-year-old John Wesley expresses his desire that the family would “go through Georgia so we don’t have to look at it much” (p. 119). Considering his remark disrespectful, she scolds him for talking about his “native state that way”, but her reprimand further provokes John Wesley’s condemnation of the South as he calls Georgia “a lousy state” and Tennessee “a hillbilly dumping ground” (p. 119). In response to John Wesley’s disapproving remarks about Georgia and Tennessee, the grandmother notes that, during her childhood, “children were more respectful of their native states and their parents and everything else,” adding that “people did right then” (p. 119). Even though the Grandmothers’ definition of respect for one’s roots and heritage is not explicitly presented as a manifestation of her definition for goodness, it is very much indicative that she is convinced that these two notions are related.

Furthermore, she considers herself morally superior to others by virtue of her being a “lady,” and she freely and frequently passes judgment on others. She claims that her conscience is a guiding force in her life, such as when she tells Bailey that her conscience wouldn’t allow her to take the children in the same direction
as the Misfit. She criticizes the children’s mother for not traveling to a place that would allow the children to “be broad,” and she compares the mother’s face to a cabbage. Her superficial and manners, and constant comments contribute to the humorous effects of the story which in turn intensifies the shocking effect as the story unfolds. She also takes any opportunity to judge the lack of goodness in people in the world today. During all this, she proudly wears her carefully selected dress and hat, certain that being a lady is the most important virtue of all, one that she alone harbors. Another comic example of the Grandmother’s obsession with her own background is the famous quote, “In case of an accident, anyone seeing her dead on the highway would know at once that she was lady” (p. 118). This line does a lot of work in the text. It foreshadows that the family will be in an accident and also brings up the possibility of their downfall—a possibility that becomes an actuality by the end of the story—which in turn adds to the horror that makes this piece considered a standout representative of the Southern gothic.

The grandmother never turns her critical eye on herself to inspect her own hypocrisy, dishonesty, and selfishness. For example, the conscience the grandmother invokes at the beginning of the story is conveniently silent when she sneaks Pitty Sing into the car, lies to the children about the secret panel, and opts not to reveal that she made a mistake about the location of the house. When the Misfit systematically murders the family, the grandmother never once begs him to spare her children or grandchildren. She does, however, plead for her own life because she can’t imagine the Misfit wanting to kill a lady. She seems certain that he’ll recognize and respect her moral code, as though it will mean something to him despite his criminal ways. She tries to draw him into her world by assuring him that he’s a good man, but even though he agrees with her assessment of him, he doesn’t see this as a reason to spare her. Only when the grandmother is facing death, in her final moments alone with the Misfit, does she understand where she has gone wrong in her life. Instead of being superior, she realizes, she is flawed like everyone else. When she tells the Misfit that he is “one of [her] own children,” she is showing that she has found the ability to see others with compassion and understanding. This is a moment of realization, one that is immediately followed by her death.

One way in which humor finds its place in A Good Man is Hard to Find is as reflection of faith, “a testimony to a world larger than the visible world which is equally real, is unseen and which might generally be described as the ‘spiritual world’” (Somerville 87). This is what she understands as “mystery”, a realism which includes not just the physical universe but “the ultimate reaches of reality” (Mystery 40). As Somerville further notes: “It is not that O’Connor wished, as we have observed already, to neglect the importance of the physical world but sought to make known the equally real dimension of the unseen particularly to an audience that often denied further reality” (p. 87).

The grandmother, with her secular definition of goodness and consequential self-centered behavior, is clearly an example of the fallen individual who is vastly separated from God. As A Good Man Is Hard to Find illustrates, however, the grandmother is not beyond the possibility of redemption. Indeed, the grandmother does experience the transformative power of grace, but only after she meets The Misfit. The Misfit embodies an ironic reversal of the grandmother’s beliefs, and, significantly, as his stint as a gospel singer and his very literal interpretation of Christ’s resurrecting powers suggest, he comes from an Evangelical background. Additionally, as Robert Brimmeyer (1969) notes, The Misfit “possesses a burning awareness of the fundamentalist imperative to commit oneself for or against Christ” (p. 33). The Misfit insists that the meaning of life depends on whether Christ was truly resurrected:

If He did what He said, then it’s nothing for you to do but throw away everything and follow Him, and if He didn’t, then it’s nothing for you to do but enjoy the few minutes you got left the best way you can—by killing somebody or burning down his house or doing some other meanness to him. No pleasure but meanness. . . . (p. 132)
2. THE GROTESQUE

The elements of grotesque is another overarching aspect in the story which is highlighted by the comic instances in the plot. O’Connor manages to masterfully present the effect of grotesqueness by distorting ordinary things in a way that they become disgusting. It could be noted that there is a great amount of physical grotesqueness including the description of Red Sam at the barbecue restaurant: “His khaki trousers reached just to his hip bones and his stomach hung over them like a sack of meal swaying under his shirt”. The appearance of Red Sam stands in as a representation of the deteriorating traditional Southern values, thus his physical look fosters the shock that O’Connor intended.

As Leonard (1983) notes “with an almost defiant attitude, Flannery O’Connor expected to lose most of her readers. It was in fact her desire to assault the consciousness of the complacent and worldly wise that induced her to place grotesque characters in violent circumstances” (p.48). Further adding that “For her the grotesque character was not an escape from realism, but rather an attempt to achieve a kind of spiritual super-realism, since both her experience and orthodoxy taught her that all humans are morally grotesque” (p 48). Likewise, though violence is not an everyday occurrence, it enables a proper perspective, bringing the individual a sense of ultimate priority. O’Connor employed grotesqueness and violence in her stories to illustrate the workings of grace on her characters, but more profoundly she was attempting to simulate the workings of grace in the sensibility of the reader, that rare reader who would go deeper. “The meaning of fiction is not abstract meaning, but experienced meaning,” O’Connor states (p. 48).

The conversation between Mr. Sammy and Grandmother represents the truth that Grandmother takes too far in the story. Red Sammy is a very similar character to Grandmother. They both understand each other immediately and share their complaints about this crazy new world. What, they wonder, happened to the days when “you could go off and leave your screen door unlatched” (p. 122). Throughout the story, Grandmother is a grotesque, a character who takes a truth to far, and this conversation shows her “truth” is the Old South’s ideals. Red Sammy represents that truth as well, but he doesn’t turn in it into a falsehood. Instead, Old Sammy represents the good of the Old South. He remembers a world that could trust some random boys coming for gas, a world that didn’t worry about mass murderers. Back in those days, good men were easy to find. The Misfit in O’Connor's tale is grotesque in his politeness and consideration for his potential victims before he sentences them to death without any remorse. The Misfit displays a bizarre attitude while playing with his victims, giving them a sense of security before he kills them.

One may not think of politeness and consideration as a form of grotesque behavior. Therefore, readers would also be surprised to read a story about a psychotic killer that is nice and considerate to his victims' feelings right up to the moment that he kills them. This pattern of behavior can be seen as The Misfit kills his last victim in the later part of this story, in his conversation about Jesus's death with the grandmother. "'Listen lady,' he said in a high voice, 'if I had been there I would of known and I wouldn't be like I am now'” (p.130). The Misfit is trying to explain to the grandmother that if he had been with Jesus at the time of his death, he would not be the sorry human being he now is. As the grandmother tries to comfort The Misfit in her attempt to prolong her life, all she does is aggravate him further: "'Why you're one of my babies. You're one of my children!' She reached out and touched him on the shoulder. The Misfit sprang back as if a snake had bitten him and shot her three times through the chest” (p. 130). Until this very moment, the grandmother's thinking has been so outrageous she thinks she just might survive; instead, she dies with peaceful thoughts in her mind.
3. CONCLUSION

Leonard argues that what is important to experiencing the meaning of the story is that the reader must avoid making the grandmother into either a saint or a witch and the Misfit into either a devil or a prophet (as some have done). He further adds that, “these characters, for all their grotesqueness, are meant to be real—and, as real, inscrutable at the deepest level of their spirituality. The Misfit, though devilish, is earnest as a scholar in his search for truth, polite, and genuinely sorry that he is a bad man.” It's no real pleasure in life," he tells his ghoulish henchman after he shoots the grandmother” (p. 133). According to him, “the grandmother, though banal, hypocritical, and manipulative, is much more likeable than her insensitive and stubborn son Bailey, his cabbage faced wife, or their whining children. At least she shows a sense of humor, a certain dignity, an interest in the world around her”. (52)

Because of her ability to bring these quite different elements—the grotesque, and humor—together into a single cohesive unit, Flannery O'Connor achieves greatness. The two are seemingly interdependent—the grotesque intends to emphasize the religious message of faith through mystery, the humor on the other hand intends to create a shocking effect in the midst of the grotesque. As a Southern writer, O'Connor overcame the inhibiting pressure to fall into regionalism, and it is through these broad elements that O'Connor does so. Because she addresses, in Southern terms, issues that cover a more widespread spectrum than do regionalists, specifically moral issues to which anyone can relate, she is able to become the influential writer that she is today.

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THE POETICS OF IMMANENCE AND EXPERIENCE - THE CASE OF ROBERT LOWELL

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ABSTRACT

The paper demonstrates the inception of a poetic model I define as the poetics of immanence and experience in Lowell’s poetry written during the late 1950s, which I argue marked American poetry’s shift away from Modernism and its prevalent metaphoric and symbolic patterns. An analysis of a poem by W.B. Yeats (“The Second Coming”) and one of Lowell’s “life studies” (“Commander Lowell”), make the contrast between these two poetic models visible. I further define the concept of immanence as a structure-generating principle which presupposes the presence of a human consciousness as an individuated and immanent “I” in the poem, pointing at two essential forms of immanence in Lowell’s poetry: (i) the immanence of a lived experience, which occurs when the poet presents the full structure of an experience with precise and concrete details through the voice in the poem and (ii) the narrator’s immanence, which occurs when the narrator narrates himself through the selections of material and becomes the agent of the experience. Thus, the concept of immanence, this paper argues, materializes and produces an artistic effect, a simulacrum of a lived experience and a concrete, personalized immanent narrator.

Keywords: Robert Lowell, Life Studies, immanence, experience.

The concept of immanence to be examined in this paper through a couple of poems by Robert Lowell’s 1959 collection Life Studies, is approached as a structure-generating principle and one which determines the stance of the poet toward depiction of reality and experience, that is, the world “outside” the poem. The idea of immanence is developed by the critic, Charles Altieri in his Enlarging the Temple (1979) in reference to American poetry which emerged in the late 1950s and 1960s. He sees the shift in American poetry towards the immanentist model as an effect of a general disenchantment in culture and in a man-made civilization after World War II during the McCarthy years, the Cold war and the Vietnam era. Altieri bases his observations on the Wordsworthian poetic stance where the poetic consciousness puts its trust in “the order of nature” to discover “the otherness”, i.e. the objective world outside of it and its active part in it. On the other hand, the opposed modernist stance which he finds originating in Coleridge’s symbolist poetics, places its trust in culture and in man-made civilization, and so is opposed to nature. Thus, the first model with its trust in the orders of the natural world presents the experience in the poem “as it appears” in nature, that is, outside the poem, while the second model, with its trust in human culture and imagination, restructures and conceptualizes the experience symbolically. Hence, the immanentist mode of poetic thought emerging after the symbolist mode of poetic thought, that is, after Modernism. This is how he explains his model:

I call the alternative logical model represented by early Wordsworth an essentially immanentist vision of the role of poetry. Here poetic creation is conceived more as the discovery and the disclosure of numinous relationships within nature than as the creation of containing and structuring forms. Hence its basic commitment is to recovering familiar realities in such a way that they appear dynamically present and invigorate the mind with a sense of powers and objective values available to it. Where the symbolist poet seeks to transform nature into satisfying human structures, the immanentist poet stresses the ways an imagination attentive to common and casual experience can
transform the mind and provide satisfying resting traces in an otherwise endless dialectical pursuit by the mind of its own essences and of the Transcendental realities. (p. 17)

I use Altieri’s idea derivatively, identifying and developing an additional informative concept of this poetics - “experience” which I understand culturally and view it as part of the aesthetics of immanence and a deeply embedded one in American value systems and a key epistemological principle in American philosophical thought (namely, as “praxis” in Pragmatism). A point of departure from Altieri’s concept of the poetics of immanence is his application of the concept to content-related issues, while I am primarily interested in the rhetorical effects. Thus, I define this poetry as the “poetics of immanence and experience”, arguing that poems reveal the presence of a concrete human consciousness, often aesthetically “incarnated” in the first person(s) “I” or “we” and the second person “you”. The use of confession does not imply the poet confessing his autobiography in the poems. Confession is approached here as a convention, a form the voice uses to talk about his experience. When mapping out the most frequent forms of American poetry in the postmodern period, Jonathan Holden (1986) says that “poets have increasingly turned to nonliterary analogues such as conversation, confession, dream, and other kinds of discourse as substitutes for the ousted “fixed forms”, which he categorizes under one general term “convention” (Style and Authenticity, p. 11).

The poem is structured on the basis of immanence when the poet chooses to present the experience through a poetic voice which is fully present. This voice is immanent in the poem but only as a particularized and concretized agent, for example a speaker, narrator or confessant. Thus, we can speak about (i) the immanence of a lived experience, which occurs when the poet presents the full structure of an experience with precise and concrete descriptions through the voice of the poem and (ii) the narrator’s immanence, which occurs when the narrator narrates himself through the selections of material and becomes the agent of the experience. Since my critical methodology is primarily stylistic, I analyze the poetic language as a speech act and the terms voice, speaker, narrator, and confessant are accordingly interchangeable. Since the voice in these poems is explicitly gender-determined as male, I refer to it with the masculine pronoun and possessive adjective.

The immanence of a lived experience and the narrator’s immanence in the poem cannot be examined and explicated as separate forms of immanence, since one cannot exist without the other. The presence/immanence of a lived experience in a poem is impossible without a narrator, a human consciousness that narrates the experience. Similarly, the presence/immanence of a concrete, particularized narrator in the poem is impossible if he does not narrate a “lived” experience. In other words, if the poem does not create the illusion that what is presented “really” happened and the narrator is a “real” individual, the poem will not be immanentist and experiential but a different kind of poem, symbolic and aesthetically conceptual. I would argue that the primary aim of the symbolic poem is to depict and present a concept, or concepts, such as death, fear, courage, being, nothingness or fragmentation of culture. The story, the images and the structure of the symbolic poem, is put in service of this goal. This type of poem may even use a realistically presented story but only as a symbol of the concepts or ideas it depicts. The symbolic poem artistically re-creates the experience in order to present it. It does not create a simulation of an experience transferred to the poem as it happened in real life. Any poem of high Modernism might be seen to contrast with Lowell’s experiential and immanentist aesthetics. For example, W. B. Yeats’ “The Second Coming” (1994) consists of images that are each subordinated to Yeats’ notion of the cyclical movements of civilizations and the crumbling of the present one, in this case Christian civilization and its culture. The poem begins:

Turning and turning in the widening gyre
The falcon cannot hear the falconer;
Things fall apart; the centre cannot hold;
Mere anarchy is loosed upon the world,
The blood-dimmed tide is loosed, and everywhere
The ceremony of innocence is drowned;
The best lack all conviction, while the worst
Are full of passionate intensity.

Surely some revelation is at hand;
Surely the Second Coming is at hand.
The Second Coming! Hardly are those words out
When a vast image out of Spiritus Mundi
Troubles my sight: somewhere in sands of the desert
A shape with lion body and the head of a man,
A gaze blank and pitiless as the sun,
Is moving its slow thighs, while all about it
Reel shadows of the indignant desert birds.
The darkness drops again; but now I know
That twenty centuries of stony sleep
Were vexed to nightmare by a rocking cradle,
And what rough beast, its hour come round at last,
Slouches towards Bethlehem to be born. (pp. 158-9)

The image of the “falcon and falconer” and the vision of the half-lion, half-man figure, serve only a symbolic function to further explicate Yeats’ main idea and concept. The second line of the poem, “The falcon cannot hear the falconer”, is a symbolic representation of the idea expressed in the first line: “Turning and turning in the widening gyre”, that is, the notion of the circular progression of civilizations as one is created, reaches its peak and destroys itself for a new one to be born. The vision of “a shape with lion body and the head of a man” symbolizes Yeats’ grim vision and skepticism of any future redemption of the present, Christian civilization. The poem is an act that artistically and symbolically re-creates reality in order to depict and present a particular concept or notion of reality.

In Lowell’s experiential poetry, the whole poem is subordinated to the presentation of a complete, realistically structured experience. Symbols, ideas, or concepts are presented only as intrinsic parts of the experiential structure rather than being the final goal. Consider the first stanza of “Commander Lowell”:

There were no undesirables or girls in my set,
when I was a boy at Mattapoisett—
only Mother, still her Father’s daughter.
Her voice was still electric
with a hysterical, unmarried panic,
when she read to me from the Napoleon book.
Long-nosed Marie Louise
Habsburg in the frontispiece
had a downright Boston bashfulness,
where she grovelled to Bonaparte, who scratched his navel,
and bolted his food—just my seven years tall!
And I, bristling and manic,
skulked in the attic,
and got two hundred French generals by name,
from A to V—from Augereau to Vandamme.
I used to dope myself asleep,
naming those unprounounceables like sheep. (p. 70)
The voice here is an agent/participant of a past experience and a confessant/narrator at the same time. Playing this “multitasking” role, he is inevitably present in the experience of the poem. However, what makes the voice immanent in the context of the poetics of immanence and experience is how he, the voice, presents the experience and himself as part of it. We find in this poem the whole structure of an experience, the portrait of an insecure Father overpowered by an overbearing Mother drawn by carefully selected “scenes from life”. The second and the third stanzas continue:

Having a naval officer
for my Father was nothing to shout
about to the summer colony at “Matt.”
He wasn’t at all “serious,”
when he showed up on the golf course,
wear ing a blue serge jacket and numbly cut
white ducks he’d bought
at a Pearl Harbor commissariat. . . .
and took four shots with his putter to sink his putt.
“Bob,” they said, “golf’s a game you really ought to know how to play,
if you play at all.”
They wrote him off as “naval,”
naturally supposed his sport was sailing.
Poor Father, his training was engineering!
Cheerful and cowed
among the seadogs at the Sunday yacht club,
he was never one of the crowd.

“Anchors aweigh,” Daddy boomed in his bathtub,
“Anchors aweigh,
when Lever Brothers offered to pay
him double what the Navy paid.
I nagged for his dress sword with gold braid,
and cringed because Mother, new
caps on all her teeth, was born anew
at forty. With seamanlike celerity,
Father left the Navy,
and deeded Mother his property. (pp. 70-1)

This full structure of experience built by scenes which are concrete and precisely documented creates the effect of the immanence of a lived experience: it is summer in the vacationing town “Matt” (Mattapoisett) on the Atlantic Ocean, where Father plays golf with the upper class, starts working for the “Lever Brothers” company, but still “booming” ship commands “in his bathtub”. At the same time, we have a picture of the narrator’s character by his selection of the episodes with his father. Selecting the scene of him shunning his mother’s disquieting voice speaks of the narrator’s attitude towards her too. The golf scene speaks of his embarrassment with his father’s ineptitude at fitting into the society, while the comic “bath tub scene” speaks of the narrator’s contempt for his Father yielding to the pressures of his ambitious Mother. His immanence as a character is even more visible in his descriptions. The Mother’s voice, “electric with a hysterical, unmarried panic”, is not just a description, as it reflects his implied criticism and judgment. The Father’s “numbly cut white ducks”, which he bought in a navy shop, suggest the narrator’s criticism and deep “numbing” sense of his lack of self-confidence and self-assertiveness, while his resignation from the Navy is described using sailing and navigation connotations to convey the narrator’s description with irony. His Mother’s aggressive ambition and pushiness echo in “new caps on all her teeth, was born anew at forty”, and the statement: “Father left the Navy / and deeded Mother his property” further suggests the narrator’s
contempt toward his Father’s emasculated personality. The voice becomes immanent in the poem through his narration and his descriptions in addition to being a participant in the experience. The artistic effect created is of a voice that is immanent in the poem as (i) an agent and a particular person with a point of view and an attitude towards the narrated experience, and (ii) as a narrator of the immanent experience who also narrates himself.

If, on the other hand, the voice resorted to speculations about the Father, entered into interior, fragmented monologues or used symbolic forms to talk about the character of the Father and the attendant Father-Mother relationship, the poem would lose the effect of immanent experience, since it would interrupt the fully realistic story of the experience. In the case of a symbolic poetic structure, the poem loses its effect of immanence, because the original experience goes through artistic and symbolic re-creation, that is, it is not presented “as it really happened”. In addition, the whole structure of the symbolically presented experience would essentially rule out the immanence of a particular, concretized narrator, since it is solely aimed at presenting a concept or idea.

The poetic voice is immanent in a poem even when it is not an agent in a past or present experience, but is instead only a narrator or observer. In the first two stanzas of the four-stanza poem “Terminal Days at Beverly Farms”, the narrator narrates himself by describing his parents’ garden, the location of their house, his father’s daily rituals, objects, heart attacks (“coronaries”), and finally, his “unprotesting death”. The narrator is immanent in the poem through the selections made in his descriptions and the manner in which they are made. His emotive stance and general disposition toward what he describes is “heard” and “felt” in the poem and can be decoded as deeply ingrained in his descriptions.

At Beverly Farms, a portly, uncomfortable boulder
bulked in the garden’s center—
an irregular Japanese touch.
After his Bourbon “old fashioned”, Father,
bronzed, breezy, a shade too ruddy,
swayed as if on deck-duty
under his six pointed star-lantern—
last July’s birthday present.
He smiled his oval Lowell smile,
he wore his cream gabardine dinner-jacket,
and indigo cummerbund.
His head was efficient and hairless,
his newly dieted figure was vitally trim.

Father and Mother moved to Beverly Farms
to be a two minute walk from the station,
half an hour by train from the Boston doctors.
They had no sea-view,
but sky-blue tracks of the commuters’ railroad shone
like a double-barrelled shotgun
through the scarlet late August sumac,
multiplying like cancer
at their garden’s border. (p. 73)

If we consider the narrator’s descriptions in the first stanza, we immediately find they contain more than just descriptions. If we decode them, his emotive stance towards his parents’ relationship and the effects it has had upon him can be identified. It is at the very beginning that his vision is blocked by a “portly uncomfortable boulder” at the center of their garden; “bulked” there forever it resembles their “heavy”
relationship, estranged forever. The “boulder” is described with the adjective “uncomfortable” which usually is collocated with “uncomfortable chair”, “uncomfortable feeling”, etc. This lexical deviation emphasizes the modifier “uncomfortable”. Similarly, “the irregular Japanese touch” does not escape his perception and suggests the awkwardness whenever his parents’ relationship is portrayed in the poems. The rest is a description of the Father’s daily rituals, his clothes and facial features. The last two lines of this stanza summarize the narrator’s attitude towards his father that constantly lurks behind the descriptions: “his head was efficient and hairless / his newly dieted figure was vitally trim”. The description of Father’s head as “efficient” but “hairless” implies the opposite of what is said, bearing in mind that he is an unsuccessful navy commander who sways after a drink as if on a ship deck. Again, the lexical deviation in collocating “head” with “efficient” instead of “efficient” with “mind”, further reveals the narrator’s ironic and emotive stance. The Father’s figure is not “vital” and “trim”, but “vitally trim”. The use of the adjectival phrase “vitally trim” implies the sense of “vitally important” rather than “healthy” or “animated”. It seems as if the narrator is saying that it is vitally important for Father to think he is “vital”, even though he evidently is not. The narrator’s irony becomes audible as his complicated feelings towards his parents can hardly “stand still” behind the matter-of-fact, realistic and seemingly neutral descriptions.

In the second stanza, the voice describes the location of the parent’s house and its surroundings with carefully selected material, whose detail becomes indicative of his attitudes towards them. His matter-of-fact language and the spatial references are combined with the colors of the surroundings which bear significance upon the whole experience. Knowing from the last three stanzas of this poem, and from the cycle of poems about his parents, that Father loses his identity and “grip” on life (“inattentive and beaming” [74]) and was constantly fired from a series of jobs, we hear an echo of the narrator’s judgment passed on him in the lines: “They had no sea-view / but sky-blue tracks of the commuter’s railroad shone / like a double-barreled shotgun”. The blue color implied in “sea-view” and “sky-blue tracks” brings back associations with the Navy and connotations of his failure. It also brings to mind associations of health with the “sea-view” which his parents do not have any more. They can only see the blue shiny reflection of the cold, metal railroad tracks, which, when compared with a loaded weapon, become fatal. The narrator’s description becomes a projection of his own feelings of contempt toward, and judgment upon, his parents’ plight and their seemingly “pragmatic” decision “to be a two minute walk from the station”.

The last five lines of the description provide an image that is heavily saturated with the narrator’s emotions. The red, berry-like fruit of the “sumac” bush which turns “scarlet” in late August resonates with the previous descriptions of his Father’s face as “a shade too ruddy”, commonly the color of rotting fruit in autumn. The sumac bushes, which “multiply like cancer / at their garden’s border”, are like the plight of his parents’ terminal days. However, under the rhetorical “pretense” of a deictic device, this last line actually circumscribes and closes the life circle of this household by indicating the exact location where the “sumac multiplies”. Outside this garden there is constant movement and life evoked by “the commuters’ railroad”. Even though the narrator is not a direct agent of the experience here, he becomes immanent in the poem through his generally ironic and emotional disposition toward the other agents in the experience, reified by his seemingly matter-of-fact descriptions. Although he does not pass direct judgments, or express his feelings openly towards the other agents, his descriptions summarize his points of view and his emotional stance and attitude.

The confessant narrates himself through the “action” of the poem by powerful descriptions of the main characters via the objects that surround them. His point of view and attitudes toward the experience are immanent in his descriptions. The result of these forms of immanence, is an artistic illusion of what is presented/confessed is what has been experienced as such, and the poem becomes a testimony of that experience without any artistic manipulations of fact.
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MIDRASH IN THE NOVEL THE RED TENT BY ANITA DIAMANT

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ABSTRACT

The novel The Red Tent, 1997, by Anita Diamant, an American writer with a Jewish origin, explores and presents the life of Dinah in the Bible from a woman’s perspective. In the Bible, Dinah is totally silenced and Diamant in her novel presents her with a voice, in order her story to be heard. The Red Tent presents the rich experience of women and their lives, which when revealed and shown, present and establish the meaning of women in biblical times and encourage within it, recognition and confirmation of the women’s experience and importance. The novel The Red Tent is part of the Midrash phenomenon, which is part of the women’s re-writing and it is a method for interpretation of biblical narratives, which promotes creative writing. Midrash is commonly defined as the process of interpretation by which “gaps” found in the Torah are filled in. The Midrash is divided into two categories: traditional and modern. The traditional is divided in two categories: Halakhan and Aggadah and The Red Tent belongs in the category of modern Midrash.

Keywords: Midrash, Women’s re-writing, Halakhan, Aggadah

1. INTRODUCTION

Women’s re-writing as a genre, emerged in the late 1960s, a period in which both Feminist and Post-Colonial writers started to employ re-writing as a tool to challenge the authority of canonical texts. Feminist and Post-Colonial writers provide a voice for the previously marginalized characters and provide them with a new space within the old stories and present their stories from a different perspective. Since the 1960’s, the genre received considerable attention from both writers and academics, as it investigates and deconstructs the past from the contemporary perspective, thus making connections to the present. Liedeke Plate explains:

Women’s re-writing is defined as a genre in which narratives of the past are retold from the perspective of a new, marginal and usually female character in the original story, whose voice the readers often have a chance to hear for the first time. (2011:9)

Plate in her book Transforming Memory in the Contemporary Women’s Re-writing claims that: Re-writing is a change which transforms the narratives that formed the cultural identity and the cultural memory, that enables women writers to create a space for expression of the female experience in the literary tradition, which is legitimately their own tradition. Women writers through re-writing show their own creativity, but they also use re-writing as a strategy, intervention and a means for a change of the status of women in society (Plate, L. 2011:40).

Plate explains that one of the first theoreticians regarding re-writing is the American poet, literary critic, and feminist activist Adrienne Rich, whose concept of Re-vision would energize women writers – initially, especially poets – to respond to tradition with texts of their own (Plate, L. 2011:5).

Adrienne Rich states that “literature does not reflect women’s lives and experiences, it offers no guides, maps, possibilities for the young woman” (Plate 2011:6), who is as a result not able to find herself in the
fiction she encounters. Creating new stories out of old ones does not entail solely the act of reconstructive writing, but also the process of deconstructive reading, which is the starting point for all re-writings.

Women’s re-writing transforms the narratives that have created the cultural identity and the cultural memory, through which the women can form their own cultural literary tradition which influences the culture. Midrash is part of the women’s re-writing and it is a method of interpretation of biblical narratives which fulfills the gaps in the biblical narrative regarding events and personalities that are only hinted at. Midrash by definition is a search for unexplained things in the Bible or for some omissions, of which women writers can create their own versions of the stories. Anita Diamant’s famous novel *The Red Tent* is part of the modern Midrash and it is a powerful novel that presents the importance of the role of women in biblical times.

2. THE NOVEL *THE RED TENT* BY ANITA DIAMANT - PART OF THE MIDRASH PHENOMENON

The novel *The Red Tent*, 1997, by Anita Diamant, an American writer with a Jewish origin, explores and presents the life of Dinah in the *Bible* from a woman’s perspective. This novel became a *New York Times* best-seller and Booksense Book of the Year 2001. It is a first-person narrative that tells the story of Dinah, daughter of Jacob and sister of Joseph. She is a minor character in the Bible, but the author in this novel has broadened her story, thus creating a whole new light on the life of Dinah. In the *Bible*, Dinah is totally silenced and Diamant in her novel presents her with a voice, in order her story to be heard and passed on to the new generations of women.

*The Red Tent* presents the rich experiences of women and their lives, which when revealed and shown, present and establish the meaning of women in the biblical history and encourage within it, recognition and confirmation of the women’s experience and importance. The novel *The Red Tent* is part of the Midrash phenomenon, which is part of the women’s re-writing and it is a method for interpretation of biblical narratives, which promotes creative writing. Midrash is commonly defined as the process of interpretation by which "gaps" found in the *Torah* are filled in.

Midrash means a search for unexplained things in the *Bible* or for some omissions, for which the women writers can create their own versions of the stories. There are two types of Midrash: Traditional and Modern. The Traditional Rabbin Midrash refers to the *Written and Oral Torah*, referring to the 22nd books of the *Hebrew Bible* from the 1st to the 11th century, called Genesis Rabah and it focuses on specific words, sudden twists in the narrative or some contradictions, for which a new interpretation is being opened. The Modern Midrash refers to the re-writings written by women writers who want to emphasize the importance of women in Biblical times.

The interpretation of biblical stories through elaboration, a process known as Midrash, is a traditional form of rabbinc commentary. The Jewish view of *Torah* is essential to an understanding of rabbinc Midrash. The *Written Torah* is the twenty-two books of the *Hebrew Bible*, but according to the rabbinc tradition, this written material is complemented by unwritten information, called the *Oral Torah*. The *Written Torah* is often elliptical or brief to the point of being difficult to understand. The *Oral Torah* fleshes out material that is missing, confusing or contradictory in the *Written Torah*. The ancient rabbis, experts in the study of *Torah*, used methods of exegesis to derive additional biblical content and compiled their commentaries into the *Oral Torah*.

The root word for Midrash literally means "search" or "investigation. Midrash falls into two categories. When the subject is law and religious practice - Halachah, it is called Midrash Halachan. Midrash Aggadah – Aggadah, the second category, means "story," interpretation of biblical narrative, exploring questions of ethics or theology or creating parables based on the text in the Bible. Aggadic Midrash generally fills in
perceived gaps in the Written Torah, whereas Halakhic Midrash explains rules that the Jewish people should follow. Modern feminist Midrash is modeled on the Aggadic Midrash.

The Red Tent is part of the modern Midrash. According to Anita Diamant: It’s a historic novel “placed” in the 1500 B.C. with a content which derives from the Bible, narrated from the point of view of one woman (Dinah) and her culture. In the Bible, in the story of Dinah, Jacob’s daughter there is violence, drama and a massacre. Dinah’s silence is a great start (Cabot, V.2000:34).

By presenting Dinah with a voice, Diamant through her novel is an active factor in the process of reconstruction of the past and by ending Dinah’s silence, the writer steps out of the patriarchal and the traditional and creates a powerful novel that exalts women and their experiences.

Re-writing is a feministic tool for substantial intervention in the canon and for demystification of its universal principles. According to Alisia Ostriker, “Diamant gets into the center to reach for the tents/texts to find new, hidden meaning in them” (Ostriker, A.1994:7).

The novel, The Red Tent retells biblical events from a female perspective and emphasizes women’s experiences. It is an excellent example of Midrash and it falls in the category of Midrash that Ellen M. Umansky is urging Jewish women to create in her essay, Creating a Jewish Feminist Theology, Possibilities and Problems (Umansky, E.1989:187). She encourages and urging Jewish women to create Midrash, that is, to imagine, alternate and write supplementary versions of Jewish myths from the perspective of the women in biblical stories.

There are two types of Feminist writers who create Midrash. The first group chooses to abandon the Torah as too patriarchal, while the other group of women continues to accept the entire Jewish tradition and texts, and they construct apologetics that reconcile apparent conflicts between the text and a feminist perspective. Umansky states that the creating of modern feminist Midrash, reconciles women’s modern experiences and Jewish tradition in a legitimately Jewish process. Umansky defends her view that Jewish women, by creating Midrash, bridge the gap between experience and tradition and that Midrash is as a useful tool for meeting Jewish feminist needs.

Umansky claims that the goal of the Jewish feminist theologian is to harmonize personal experience and tradition for the modern Jewish woman. Umansky suggests that one way to do this is to radically re-imagine Jewish texts from a female perspective. This re-imagining of the texts is necessary, because the existing Jewish literature was written almost exclusively for and by men. Umansky points out that the feminist theologian must acknowledge that she must find the feminine voice in Jewish history and express that voice.

In that context Eryl Davies points out that:

This representation of women as unimportant and marginalized should be substituted with the presentation of women in the central position i.e. in the role of protagonists – central characters in those same stories and circumstances where they were previously marginalized. (2003:87)

According to Alisia Ostriker, the histories of men are on the surface of the text and the histories of women are beneath the surface. They are hidden histories, forgotten ones (Ostriker, A.1989: 541). The Feminists are continually searching and reinterpreting the upper-level in the Bible, in order to find and reassess these hidden stories for the lives of women, which when revealed establish the meaning of women in Biblical context and by that they acknowledge and confirm the importance of women and their contributions.

Anne Cranny-Francis explains that: There are four strategies that women writers use in the Feminist Critics in order to redefine, change and revise the literary norms that used to strengthen the inferior status of women. These strategies which change the inferior status of women are firstly, making women protagonists,
narrators, secondly, putting them in the same circumstances in which they were marginalized, but with the important difference that now they manage their own destiny, as the third strategy and the fourth category is the deconstruction of the dominant ideologies (Cranny-Francis, A. 1990:116).

Umansky states that: All of the sources of Jewish theology: the Written and Oral Torah, philosophical and mystical texts, and traditional liturgy were largely (if not exclusively) created by and for men. Thus, the first task of the Jewish feminist theologian is to recognize that the visions we have received are incomplete. Before the feminist theologian can reform or transmit Judaism’s traditional visions, she needs to receive these visions herself. She needs to hear her own voice and feel her own presence within the sources of Jewish tradition. Before the feminist theologian can shape the context of religious expression, she must discover what women’s religious experience has been. To do this may require reading between the lines, filling in stories, writing new ones and making guesses.

The novel *The Red Tent* is classified as a modern Midrash. There are three criteria so that one text can be classified as a modern Midrash, according to Hellen Umansky who states:

> There are three criteria by which one text can be considered a modern Midrash. Firstly, it should be written from a woman’s point of view, secondly it must derive as an answer to a biblical text and thirdly, in the text there must be a harmony between the tradition and the personal experience. (1989:188)

The novel *The Red Tent* has all the characteristics of a text which belongs to the category of Modern Midrash. It is written from Dinah’s point of view; it is based on events in the Bible connected to the life of Dinah from *Genesis 29:1-50:26* and sets harmony between the tradition and the personal experience. This fictional novel is based on characters in *Genesis 29:1-50:26*. The story follows the lives of Jacob, his wives and his children. In *The Red Tent*, Jacob had four wives, Leah, Rachel, Zilpah and Bilhah. Leah bore him seven sons, Reuben, Simon, Levi, Judah, Zebulun, Naphtali and Issachar. Leah also bore him a daughter, Dinah. Rachael bore Joseph and Benjamin. Zilpah bore Gad and Asher. Bilhah bore Dan. Jacob had twelve sons in all, but only one daughter, Dinah. Dinah narrates the story in *The Red Tent*, whereas in the Bible she never utters a word. Diamant weaves a narrative around events recorded in *Genesis* and describes how events affected her and the other women in her family. In the *Bible* the narration focuses on the lives of men and in the novel the narration is on the lives of women. Because of Diamant’s careful and thorough research and the way she writes, it is difficult for the reader to distinguish historical accuracy from poetic license.

Umansky does not apply her ideas of feminist Midrash explicitly to *The Red Tent*; nevertheless, her criteria for creating feminist Midrash are definitely represented in *The Red Tent*. Dinah is the first-person narrator of *The Red Tent* and so the story unfolds from the perspective of a woman in the *Bible*. This fulfills Umansky’s first criterion of a modern woman (Diamant) retelling a biblical story from a female character’s perspective (Dinah). For example, Diamant’s Dinah narrates in the prologue:

> There was far more to tell. Had I been asked to speak of it, I would have begun with the story of the generation that raised me, which is the only place to begin. If you want to understand any woman you must first ask about her mother and then listen carefully. (1997:1)

By giving the silenced Dinah a voice, Umansky’s second criterion for feminist Midrash is met and that is that the new story originates as a response to the biblical text. Diamant uses Dinah’s voice to communicate with modern female readers in a way that fulfills Umansky’s third criterion for modern feminist Midrash and the process of creating Midrash must work towards reconciling the ancient voices and the modern voices of Jewish women. Dinah is clearly passing her story on to the modern generation and Diamant
signifies the passing of the story to the next generation by dedicating the book to her daughter: ‘FOR EMILIA, MY DAUGHTER.’

The first words of The Red Tent are Dinah’s and directly address modern women. Diamant begins the prologue with a soliloquy by Dinah:

We have been lost to each other for so long. My name means nothing to you. My memory is dust. This is not your fault, or mine. The chain connecting mother to daughter was broken and the word passed to the keeping of men, who had no way of knowing. (1997:1)

Diamant explains that: The compressed stories and images in the Bible are rather like photographs. They don’t tell us everything we want or need to know. Midrash is the story about what happened before and after the photographic flash.

3. CONCLUSION

Diamant takes the story from the Bible as a starting point and writes a life for Dinah. The novel consists of three parts, part one - My Mothers' Stories is about Dinah's Family History: From the arrival of Jacob in Haran to the birth of Joseph (Midrash on Genesis 29:1 - 30:24), part two is My Story, Dinah's life: From the childhood of Dinah to the massacre of Shechem (Midrash on Genesis 30:21 - 35:26) and part three: Egypt. Dinah’s life in Egypt: From the aftermath of the massacre to Dinah's reconciliation with the family of her childhood (Parallel to Joseph's Story: Genesis 37:1 - 49:27). In the final chapters of The Red Tent, Diamant takes Dinah out of her unknown state and completes her life in Egypt. Though the scriptures indicate that Dinah traveled to Egypt with her family, Diamant changes that aspect and has her escape instead with Shalem’s mother, the Queen Re-Nafer.

In The Red Tent, Dinah becomes one of the Hebrew midwives referenced in Exodus and the word of her skill spreads quickly and she is soon considered the primary midwife in her community. Diamant is creating an important parallel between the lives of Dinah and Rachel, Dinah’s aunt. Perhaps, Diamant is suggesting that Dinah’s true stature should have been considered equal to that of Rachel. Over the course of the novel, Dinah grows from being a little, passive girl attached to her mothers, into a capable and independent woman, an active agent in her own life. Despite the fact that Dinah endures unspeakable grief and loss, she rebuilds herself and builds a new home together with Benia, her new husband, shares her love with her new friends and a new family that fulfill her desire for a productive and peaceful life.

Diamant creates a life for Dinah and thus she creates Midrash and by doing so she changes our perspective of the life of Dinah and of the role of women in biblical times. We – the readers do not see Dinah as she was presented before, she is no longer the marginalized, voiceless woman, she is now a brave, loved and loving daughter and wife, a successful midwife and a capable and strong woman, that we will remember and we will look up to. The importance of Midrash is that by presenting strong women characters and setting strong role models for women, modern women have role models to identify with and to learn from, to be proud of and to connect with. It establishes a whole new literary tradition for women where the women’s experience, knowledge and strength is being praised, appreciated and passed on to the next generation of women.

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Part III
Psychological Counseling and Guidance
MONITORING AND EVALUATING THE EDUCATIONAL ROLE OF THE TEACHER IN DEVELOPING STUDENT’S PERSONALITY

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ABSTRACT

This paper aims to explore the topic of teacher’s work from the perspective of his/her educational role, with emphasis on the aspect of monitoring and evaluation. The meaning of this role is consisted of the educational impact that the teacher as an educator has in the process of developing student’s personality, i.e. developing positive personal characteristics, value system, building the will and the character, developing positive habits and student’s overall worldview. For the aims of this paper, a qualitative study was conducted. The sample consisted of school principals and pedagogues in high schools in North Macedonia. The main aim of the study was to examine their attitudes regarding teacher’s educational role from the aspect of developing student’s personality and building student’s character, related to the issues of monitoring and evaluation of this process.

Main findings show that, in general, participants have positive attitudes and evaluate teacher’s educational work as satisfactory, but still, there are some differences regarding the level of engagement and participation in activities in this domain, i.e. while some of the teachers are enthusiastic and devoted to this role, others are more passive and take action only when there is a necessity, and in that way omit and forget the importance of educational work in the overall process of education.

Keywords: evaluation, personal development, educational work.

1. INTRODUCTION

The importance of educational work

The school as an educational institution has its role in enabling students to acquire knowledge, skills and competences needed in their lives, to prepare them for future careers, but also to develop as responsible and pro-active citizens in society. This means that, besides knowledge from different scientific areas, during the educational process equal importance should be given to student’s personal development. This includes developing student’s individuality, their personal characteristics, attitudes, beliefs, value system, building student’s will and character.

According to The Council of Europe (2007), the vision of education includes four major purposes: to prepare students for the labour market; to develop and maintain a broad, advanced knowledge base; to prepare them for life as active citizens in democratic societies; and personal development; (Reference Framework of Competences for Democratic Culture (2018:1). As it can be noted, besides knowledge, student’s personal development is also important.
In this regard, in OECD strategic document “The Future of Education and Skills 2030” is stated that the vision of education in future is “helping every learner develop as a whole person, fulfil his or her potential and help shape a shared future built on the well-being of individuals, communities and the planet” (OECD, 2018:3). As it can be noted, in these strategic documents student’s personal development is included as part of general aims.

In school context, this is achieved through educational work, which represents the educational component. It refers to developing individual’s knowledge, skills, attitudes, beliefs and values (Krneta, Potkonjak, Schmit & Šimleša, 1969: 55). This is a process of developing “a whole person” and in which the uniqueness of every individual student is created. This component gives the real meaning and value of the educational process.

The positive outcomes of educational work can be seen through the acts and behaviour of the individual in everyday life and communication with other people, seen through showing respect, care, empathy, honesty, truthfulness, justice, humanity, tolerance, rationality and a whole range of positive values.

All the above-mentioned aspects actually represent the complexity and importance of the educational component.

Seen in the context of the overall work of the school as educational institution, it can be said that educational component cannot be separated from the process of acquiring new knowledge and skills. Acquiring knowledge from different scientific areas and developing new skills refers to the material component of education, or the one which outcomes can be expressed with quantifiable indicators (grades, scores), while the educational component refers more to the qualitative and value aspects.

Both of these aspects are indivisible, since knowledge and skills give the material basis and the educational component gives the value dimension, and seen only in totality, they can give the real quality of educational process. In this regard, Lickona & Davidson stated that: “Goodness without knowledge is weak and feeble, yet knowledge without goodness is dangerous” (2005:16).

But, besides the big importance educational component has in the totality of educational process, it can be noticed that in the past decades emphasis was put mainly on acquiring new knowledge and skills, and the value aspect was forgotten (Kostova, 2009). This resulted from the tendency of focusing on student’s outcomes, expressed through scores on tests and international testing, as an approach that allows comparison of achievements in international rankings. In this regard “quantitative and measurable results and performance standards should not influence on neglecting of educational components in the teaching process and ignoring the humanizing mission of teaching” (Miovska-Spaseva, 2009:39).

This humanizing mission refers to developing those aspects of individual’s personality that show the real richness and positive qualities of the character, expressed through a positive relationship with oneself, the others and the world.

According to Lickona, the process of developing student’s character should be oriented toward developing Performance and Moral character. Performance character consists of qualities such as effort, diligence, perseverance, strong work ethic, a positive attitude, ingenuity, and self-discipline, which help to realize one’s potential for excellence in school and work. Moral character consists of qualities like integrity, justice, caring, and respect and they help the person in establishing successful interpersonal relationships and ethical behaviour (Lickona: 2005:18). Both of them can and should be developed through educational work.
1.1 Educational role of the teacher

Tasks of the teachers in today’s classrooms are very complex and demanding. They require from the teacher to take care of transferring knowledge and building student’s knowledge base, monitoring student’s progress and making assessment of the outcomes, but also to be focused on student’s personal development and character building. The last-mentioned aspects in teacher’s work actually refer to his/her educational role and task.

Within the school context, teachers have the biggest range of possibilities to influence on developing student’s personality and to help in building their character. This comes from the fact that teachers communicate with students on a daily basis and have the opportunity to establish communication and close connectedness with each individual student, in order to get to know them better, not only from the perspective of their capacity and abilities to learn, but also as individuals, with all their strengths, weaknesses, emotional reactions and manifestations. This can be a good basis that will allow the teacher to find the most appropriate way of how to influence on developing student’s individuality, building the character, the value system, developing positive habits, and his/her beliefs and attitudes. Because of this, the power of the teacher should not be neglected, since “The educator is ‘coach of the mind’ but also and ‘builder of the character’” (Miovska, 2005:55).

But, in order to achieve the best possible outcomes in the domain of educational work, teacher should possess a very long list of competences and personal characteristics and values. It is well known that the teacher can be a role model for students and in this regard, should be approached very carefully, in a sense of defining how this “model” for students should look and behave.

In the history of pedagogy, and also in contemporary literature, a lot of authors have discussed the issue which characteristics the good educator should possess. Some of them are: to be reasonable, wise, sober, calm, conscientious, careful (Lok, 1950); to be consistent, fair, optimistic, honest, objective (Krneta, Potkonjak, Schmit & Šimleša, 1969:55); to be polite, punctual, patient, to know how to control him/herself, enthusiast (Logan, 2003). Further, educator should control his/her behaviour and emotions, to know how to walk, talk, make jokes, how to be happy or angry (Makarenko, 1948). According to John Dewey, “educating is more art than science, and is one of the most difficult and most important of all arts“ (states Miovska, 2005:55).

Teacher should also be a positive role model for the students, which task “is sometimes unfavorable and exhausting“ (Alber, 2011). They should take the responsibility to be positive role models for their students, and “although it is difficult to always be aware how our behaviour affects the others, this is one of the things teachers should take into consideration about their profession“ (Berman, Hornbaker & Ulm, 2000:53).

Taking this into consideration, initial teacher education has a crucial role, because it allows future teachers to acquire not only the professional competences needed for the teaching profession, but also what is very important and must be emphasized, to enable them to develop needed personal qualities and values, that will allow to successfully fulfil the educational role. In this regard, it can be said that initial teacher education can and should contribute in developing “educational model of a teacher“ (Mitevska Petrusheva, 2015).

The other aspect in teacher’s educational work is the question of how much teachers put effort in the realization of this educational role. In this regard, a long list of questions should be examined, like: Do teachers’ pay more attention to transferring knowledge than on developing student’s personality?; Do teachers plan their educational work or act/react only in situations when there is emergency (i.e. discipline problems, students manifesting inappropriate or anti-social behaviour)?; Do teachers define long-term goals in developing student’s personality (developing characteristics like: responsibility, honesty, persistence,
consistency, self-discipline, self-control, etc.)?; Do they systematically approach to these goals?; Is this educational work and influence of teachers on developing student’s personality monitored and evaluated? and a lot of other questions.

Special attention should be put on the issue of evaluation of the outcomes. In this direction, the emphasis is on the difficulties that arise in the process of evaluation, especially because these outcomes cannot be achieved or monitored in a short period of time. Instead, they search for planned and long-term observation in changes of behaviour of the student, expressed through his/her emotions, attitudes, will, personal traits, and values. Positive results achieved through educational work in school students will manifest during their whole life, and in big extent can define their future.

This only shows that realization, as well as evaluation of the outcomes of educational tasks are very complex, long-term and demanding tasks in the process of education.

1.2. Educational role of the school

The school as an educational institution has the power through planned, organized and systematic approach to influence in developing student’s individuality and positive personal characteristic. Its work is shaped and planned in accordance with the vision and ideals about the aim of education, and contributes in achieving the goals of education defined by the needs of society, in order to prepare young individuals in a manner that will allow them to be able to respond to the needs of society.

It has a very broad range of possibilities to contribute in the process of realization of educational role. As Lickona and Davidson suggest: “all things in the life of the school - routines, rituals, discipline, curriculum, co-curricular activities, and unplanned “teachable moments - are intentionally utilized as opportunities to foster excellence and ethics” (Lickona and Davidson, 2005).

Although teachers have the biggest opportunities to act systematically and to have positive influence on developing student’s personality, still this important task is not restricted only to teachers and should not be left only on one person. In this regard, all factors in the school can and should be active participants and contributors, i.e. principals and professional staff (pedagogue, school counsellor, psychologist etc.) can also contribute to achieving the final aim.

With a proper and well-planned approach schools can contribute to the fulfillment of this demanding task.

Related with the educational aspect, the tasks of the school are: to contribute in developing mutual understanding, solidarity, friendship, empathy; to develop manners of good behaviour; to develop strategies for managing student’s problematic behaviour; to develop a programme for managing conflicts; to act against anti-social and destructive behaviour; to establish close cooperation with parents etc. (Koskarova, 2009:22).

These tasks can be realized through organizing different activities like workshops, seminars and trainings, social events, sport activities, organizing charity events, cooperation with community, etc. Through these types of activities school can influence in developing different skills, attitudes and values, in order to strengthen the cohesion, multicultural integration, intercultural cooperation, sense of belonging, empathy, solidarity, tolerance, interpersonal communication, etc.

In this regard, the realization of educational work should be distributed among all members of the school community and each one of them can contribute in a positive manner.
1.3. Monitoring and evaluation of teacher’s educational work

Evaluation of the overall work of the school is done through the processes of regular supervision of the educational process, integral evaluation and self-evaluation.

The regular supervision and integral evaluation are done by the State Education Inspectorate and in general, they supervise the fulfillment of educational standards, ensuring the quality of education, the effectiveness through the evaluation of the work of educational institutions, as well as the application of laws, other regulations and general acts in the field of education. (Law of Inspection in Education, article 19).

The integral evaluation, besides the previously mentioned aspects, also has a corrective function, because based on detected situation are given guidelines for further changes and improvements.

This evaluation includes 7 areas in which the quality of overall work of the school is monitored (curricula, teaching and learning, student’s achievements, support to students, school climate, resources and managing of the school). It is conducted through defined Quality Indicators in all areas and is evaluated on 4 levels, from not satisfactory to very good. Based on made detailed analysis of the indicators, the conclusion is that educational aspects that refer to developing student’s personality are included in some of the indicators, mostly in the areas of school climate, teaching and learning, and support to students. Examples of some of these indicators are: respecting student’s individual needs, code of ethics, school climate, discipline and managing conflicts, prevention from smoking, alcohol and drugs, etc. (Indicators of quality of school work, 2014).

During the integral evaluation, also evaluation of the work of every individual teacher is conducted. This includes three areas: the teaching process, other duties of the teacher (extracurricular activities, professional development, mentoring and participation in different projects etc.) and disciplinary measures. Based on these assessments, the work of the teacher is assigned with a final grade. Still, analysis has shown that the biggest part of indicators refer to the process of transferring knowledge, teaching methodologies and assessment, and very small proportion is distributed on educational aspects.

Based on this, it can be concluded that when evaluating the work of teachers, the attention is primarily focused on aspects such as planning, teaching methodologies etc., while the realization of educational work is mainly at the level of monitoring, which means, identifying possible weaknesses and giving recommendations for further improvements. Specifically, educational aspects are monitored, but their realization is not evaluated in a way that it is done for the other aspects in the work of the teachers.

Self-evaluation, as the third form of evaluation, is conducted by the school and includes the same 7 areas, with difference that in this case the evaluation is done by all participants included in the work of school, and not by an external source.

Another aspect that should be taken into consideration is how the duties of the school related with its educational role are regulated in law regulations and other provisions. In this regard, we will make a short analysis of duties of principal and the school pedagogue.

The principal is in charge of monitoring the overall work of the school, including observation of teacher’s work. This is done in cooperation with the school pedagogue and the notes from these observations are part of the professional dossier of every individual teacher (Law of Secondary Education, 2017). These observations refer to overall work of the teacher, and by this they also include the educational aspect. In this process principals use instruments and tools for observation, which are constructed individually.
Besides this source of information, maybe more fruitful is the information that the principal receives on an everyday basis, about all the events and activities that are ongoing in the school. They come from different sources, through communication with students, other teachers, professional staff in the school, parents, community and so on and they can also give the principle an insight into the quality of teacher’s work.

Based on this, it can be concluded that the principal mainly monitors the educational work of the teacher and evaluation is done jointly with the other aspects of teacher’s work.

In this process, the pedagogue is also included as active participant and contributor in the overall educational process. Regarding the educational work and its realization, the role of the pedagogue is very important. His/her role refers to work with students and work with teachers. When working with students, the focus is on monitoring and assisting in the process of student’s development (by giving support in developing personal characteristics, values and positive habits). When working with teachers, the focus is on giving support in the process of planning and realization of the educational process and giving support in work with students (establishing good communication, giving support in adjusting the process to student’s individual characteristics). Other activities of the pedagogue include planning and monitoring of the educational process, as well as its evaluation (Ministry of Education, 2020). The pedagogue is also a member of the team, together with the principal, that is conducting regular observation of teacher’s work, through visiting and observing classes.

From this can be concluded that the role of the pedagogue is very closely related with teacher’s educational role, and it mainly refers to giving support and monitoring the process.

Taking all previously mentioned aspects into consideration, it can be concluded that the evaluation of teachers’ educational work is included in assessments done by the education inspectorate, through established quality indicators, although in this process more focus is given on the teaching process and procedures. Evaluation done by the principals is less formalized and on level of monitoring, while the pedagogue besides monitoring, participates in giving support and guidance in case when is needed. In this process they use appropriate tools and instruments which allow to systematically follow teacher’s work and are part of the school documentation.

This allows us to summarize that the evaluation of teacher’s educational work is not specifically defined as a separate area in determined quality indicators, but is included and represented through the most of other areas. Its evaluation is mainly on the level of monitoring and giving recommendations and directions for further improvements.

2. RESEARCH METHODOLOGY

This study presented in this paper was conducted on a sample of 18 participants, of which 9 principals and 9 pedagogues in secondary schools in North Macedonia. The aim of the study was to examine the attitudes of the principles and pedagogues regarding the teacher’s educational role from the aspect of developing student’s personality.

In this qualitative study was used a questionnaire consisted of 12 open-type questions, related with important aspects regarding teacher’s educational role. This type of questions were used with the aim to collect as more as possible relevant data, because the participants have an insight into the most important issues regarding the specifics of their school, school climate and overall functioning, which will allow us to see the broader perspective of the explored issue.
In this study, the following aspects were explored:

- The attitudes of the participants (principles and pedagogues) regarding teacher’s activities related to their educational role, i.e. developing student’s personality and building positive personal characteristics;
- The difficulties teachers and other school staff usually face with;
- Need for further professional development and additional trainings of teachers related to the educational aspect in their work and
- Monitoring and evaluation of teacher’s activities related to teacher’s educational role.

Taking into consideration that this was a qualitative study conducted on a small sample, the analysis of the results was done jointly for both samples, principles and pedagogues.

3. RESULTS AND DISCUSSION

In the following part, the answers of the participants will be discussed and analysed, according to previously listed aspects.

3.1 Attitudes regarding teacher’s engagement related to developing student’s personality

- The analysis of the answers related with this aspect have shown that the majority of our participants have positive attitude toward teacher’s activities, i.e. they consider that teachers approach to educational work in a responsible, planned and organized manner, in accordance with the defined educational objectives and planned contents and activities.

Still, it can be noticed that one part of participants consider that educational work is not enough represented and covered in everyday activities and to some extent it is neglected in comparison with the process of transferring knowledge, which sometimes is considered that has priority in the process of education. In this regard, they consider that accomplishing of educational work is at “moderate level”.

It can be also noticed that, according to opinions and based on the personal experience of principals and pedagogues, there are some differences between the teachers in their school regarding these issues. They consider that some of the teachers are engaged and have a proactive approach to this task, while some of them show “insufficient” engagement and activity, lack of interest and motivation for educational work.

- Almost half of the participants consider that teachers are aware of the importance of the educational task in the overall process of education, and consider it as equally important as the role in transferring knowledge to the students in the specific subject domains. In this regard, it can be noticed that they emphasize the importance of the involvement of parents in the process of developing student’s personality and character building, and consider that in this vein they, as participants in this process, are equally important and can significantly contribute in achieving positive results. Regarding this issue, it should be emphasized that the other half of the participants consider that although teachers in their schools are aware of the importance of educational work, they are still neglecting it and sometimes consciously do not implement it in their everyday practice. Some of them also consider that one part of the teachers do not understand/ perceive the importance of educational work, and thus do not include it in the educational process. From here, it is very understandable why such an attitude has negative implications in everyday practice.

- Regarding the approach that teachers have in conducting educational work as a part of everyday practice, the prevailing attitude of participants is that teachers approach and implement it in a planned and organized manner, but also less than half of respondents have answered that, within their
school, teachers act spontaneously and only in situations when there is an urgent need, i.e. when they face with discipline problems, with students with disruptive behaviour, when conflicts occur etc.

- The attitudes of our respondents related to their personal perception about the efforts teachers put in the realization of educational work are divided. This means that half of them consider that teachers are engaged and have a proactive role, while the other part consider that the engagement and teacher’s involvement is partial and there is need of higher level of commitment and more active participation. When analysing this aspect it should be taken into consideration that our participants are from different schools and the differences in their attitudes represent different realities in every school.

- In this direction are attitudes of principals and pedagogues that some of the teachers in their schools are “real enthusiasts“ that are very involved and engaged in planning and organizing different activities, and give their full contribution in promoting educational work through different teaching and extracurricular activities.

- Participants have positive experience regarding the regular teaching and extracurricular activities organized in their schools in the domain of educational work, since they have a positive influence on the overall school climate. Still, differences can be noted regarding the frequency of organizing such activities, which range from activities on a daily bases to activities rarely organized. As factors influencing on this, they mention initiative and proactive attitudes of teachers, the financial support they get from the school etc., which reflects on the number of students covered and involved in this type of activities.

### 3.2 Difficulties principals and pedagogues face with and their overcoming

Regarding the difficulties related to educational work in the overall functioning of the school, the participants have listed a lot of issues. After the analysis, they were categorized in the following groups:
- Difficulties arising from students: discipline problems, manifesting inappropriate behaviour toward teachers, disrespect, problems with regular attendance on classes, student’s disinterest.
- Difficulties arising from teachers: lack of serious approach of some of the teachers, lack of abilities for dealing with educational problems, not enough skills to manage student’s inappropriate behaviour.
- Difficulties arising from parents: insufficient engagement and participation in the process of upbringing, too much protective attitude toward their children, insufficient cooperation between the school and parents.
- Difficulties arising from other external or objective conditions: insufficient time for activities in the domain of educational work, due to the overload of activities related with the extensive curricula, too many administrative duties and tasks of the teachers which take a considerable part of their working hours, insufficient material and financial resources for organizing bigger events and activities, etc.

Listed difficulties and problems that arise in everyday life in schools are concerning all participants included in the educational process. This means that the principals, school staff (pedagogues/school counsellor, psychologist), and teachers act as members of one team in solving these issues.

### 3.3 Teacher’s competences for educational work and the need for professional development

- Regarding the issues of competences teachers have in addressing issues related to educational work and their influence on student’s personal development, the majority of our participants have stated that in general, teacher have the required competences for this aspect in their work.
- Still, they consider that further teacher’s professional development is always needed, in order for teachers to strengthen their skills and abilities and to be adequately prepared to face all the challenges that can arise in the educational process. Continuous professional development is “a must“ in contemporary
education and prepares and enables teachers to answer adequately to all requirements in this demanding profession.

➢ The majority of the participants have stated that their schools have organized different trainings and seminars, aimed at developing and straightening teacher’s competences for educational work. Most of them were organized by the institutional authorities like the Ministry of education, Bureau for development of education, Non-governmental institutions, etc. and have contributed to achieving positive results. Still, one part of participants have answered that their schools have not organized any activities or events that would contribute to improvement in the domain of educational work.

3.4 Evaluation and assessment of educational work

Participants have stated that they evaluate in a positive manner teacher’s work related to the aspect of developing student’s personality and character building. This evaluation is mainly done through different actions and steps, such as the process of self-evaluation of the work of schools, and use of specially designed instruments applied during regular monitoring of the education process, for each teacher individually. Needed information is also collected through other techniques and as indicators are used student’s achievements, information collected through observation of regular teaching activities as well as observing student – teacher relationship, communication with parents etc.

4. CONCLUSION

Based on the data collected, it can be concluded that prevails a positive attitude among participants in this survey. They assess positively the work of teachers, regarding educational role and their work and contribution in developing student’s personality, but still the need for more focus on the educational component is constantly emphasized. This is especially noted in terms of the proportion of time devoted to transferring knowledge and developing student’s skills compared with the time devoted to developing student’s personality.

According to their opinion, the first aspect is much more emphasized and teachers put more focus on learning outcomes, compared with educational aspects that come from the part of developing student’s personality and character.

In addition to this, participants consider that the continuous professional development of the teachers in this domain is needed because it will contribute positively and will allow them to strengthen their competences. This will have a positive effect on enriching the educational component and the overall atmosphere in the school.

Still, another dimension is also evident in the attitudes of the participants, and it refers to their consideration that within their schools, there is one part of the teachers that don’t engage enough in the realization of the educational work, are generally unmotivated and passive, so their approach is mainly partial and restricted to taking action only in emergent and critical situations.

Based on everything said before, it can be concluded that the importance of educational work must be underlined and should not be left behind in everyday practice. Its beneficial contribution in developing each student’s personality is crucial and can have a major impact on their future lives, manifested in career, family and social life. Skills, values, the belief system, individual’s personal characteristics and worldview developed through systematically planned and organized approach toward educational work can be beneficial not only for the individual student, but also for the wider community and social environment. In achieving this, a crucial role have the teachers, but also the importance and contribution of other factors included in school life should not be neglected.
The quality of teacher’s work in this domain, as well as his/her engagement will contribute to achieving positive and valuable results, and because of this, the importance of educational role should be constantly emphasized.

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ABSTRACT

Over time the term counseling has been used and studied from different approaches and defined in different ways according to the researches and the field of study. As a huge concept, it covers three main areas: personal, educational, and vocational area; therefore, we have different definitions of counseling. At the educational level, there has been confusion about the role and importance of school counseling for a long time, where for some researches it was defined and studied as part of school Guidance program and addressed to other school staff, minimizing the role of a counselor. On the other hand, other approaches tend to use and understand school counseling as synonymous with Guidance meanwhile others view it as a profession that is part of psychological and psychotherapeutic nature. Nowadays, counseling as a profession is more emphasized and school counseling takes its place at all educational levels. Today school counseling is a need and necessary in every level of education taking into consideration the role and importance that has on the educational process and school program overall.

Keywords: Counseling, School Counseling, School Counselor, Role of School Counselor

1. INTRODUCTION

Counseling is a broad term and has existed very early on, defined and studied in different ways depending on the approach of the researcher or the field of study. Over time the term counseling has been used or understood as a synonym for the Guidance and the position of counseling and counselor has not been very clear. There has been a big discussion about the differences between Counseling and Guidance, so even nowadays we still can find questions and confusions about whether we need to see the counseling as synonymous with Guidance or to consider it as a main process on psychological and therapeutic aspect, or as part of Guidance counseling program on Educational spectrum. This is mainly because, as we mentioned above, counseling is a huge concept that includes three main areas: personal, educational, and vocational.

Thus, Caipang (2014), in order to make a clear difference between teachers, school counselors, and psychotherapists, states that a counselor does not know the subject matter in the interview while the teacher knows the subject matter and the outcomes. As she states the counseling is not psychotherapy because it is concerned mostly with normal anxieties. Psychotherapy operates in a medical setting while counseling operates in an educational setting. Psychotherapy as she states is deeper in scope than counseling while counseling is broader in scope. Some researchers have positioned counselor as a professional and counseling as a process between two peoples counselors and a client who is seeking help to cope with and solve problems or difficulties whether personal, educational, or professional. As Runcan (2013) states nowadays more often than ever before, people are confronting stress and issues, therefore becoming more and more helpless in dealing with by the person who is suffering; that is why many people resort to professional assistance in order to obtain support and aid during their entire counseling period.

Supporting this idea and this position of the counseling, Subasinge (2016), says that the counseling is psychological. In solving mental problems of students, firstly we need to identify them through measurement tools such as personality inspections, intelligence tests. As she states it doesn’t emphasize
that students do have mental or psychiatric problems as she refers them but it denotes the ability of the teacher’s psychological knowledge in dealing with such cases. Corey (2009), shares a similar view, saying that the counseling entails far more than becoming a skilled technician. It implies that a counselor is able to establish and maintain a good working relationship with the clients, drawing on his/her own experiences and reactions, and that can identify techniques suited to the needs of the clients.

According to the Institute of Guidance Counselors (IGC, 2016), the counseling process emphasizes the establishment of a strong, empathic, trusting relationship between guidance counselor and client. Accordingly, counselor insight and the integration of all sources of data and information, supports the client in self-exploration and the decision-making process. Ridley, et al., (2011), cited by ICG, (2016), says that the counseling competency includes cognitive, affective and behavioral components.

Meanwhile, in terms of education approach counseling has been seen and treated as part of the educational process, part of the overall school plan, and as a guidance service. Thus, Garret (1996), supporting this position of counseling on educational level says that the counseling program is an integral part of the total educational program.

Okumu (2017) defines counseling as the help some students receive from credentialed professionals to help them overcome personal and social problems that interfere with learning. As he states “Our emphasis is placed on helping all students, rather than selected counseling for some students (pg. 39).”

On the Module 2 for Counseling made by UNESCO (2000b), it is noticed that the need for counseling has become paramount in order to promote the well-being of the child. Effective school counseling should help to improve the self-image of young people and facilitate achievement in life tasks. Accordingly, counseling should empower children and students to participate fully in, and benefit from, the economic and social development of the nation.

2. WHAT IS SCHOOL COUNSELING?

The school, as an important social institution, is required to adapt quickly to changing patterns, and help prepare citizens for tomorrow’s challenges. Counseling in the educational system should help boys and girls alike, to develop their capacities to the full. These include intellectual, social, physical and moral capacities (UNESCO, 2000; Kapur, 2018).

Nweze and Okolie (2014), states that school guidance and counseling programs have been introduced to assist students overcome the number of challenges they experience at home and school. But as they state, because of great pressure imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to the indiscipline in secondary schools caused by their children and assist them to make career choices as well.

While reviewing the school counseling and putting in evidence the importance of school counseling, Baugh (2018), says that nowadays we can feel the importance of counseling in various areas of human life, such as: development of personality, adjustment, maintenance of mental health, time management, decision making and individual differences. And this is mainly because, as he states, many students can’t adjust to their environment or society which is changeable at all times and, according to him, the educational system is no exception.

According to Subasinghe (2016), Educational Guidance and School Counseling unit is the school-related unit aimed with the key objective of assisting in solving the students’ problems and strengthening the studiousness efficiency of students as well. On the other hand, it is the educational guidance and school counseling process.
3. HISTORICAL BACKGROUND OF SCHOOL COUNSELING

We may think of school counseling as a new concept, which was introduced recently, but nevertheless, there are important arguments that tell us about a rich history and the evolution that school counseling has undergone as a profession. McMahon et al, (2016), states that school counseling has a long and proud history, and the story of professional school counseling, its influences, and major players are key components of the collective professional identity that unites all those within school counseling. Paisley and Borders (1995) described school counseling as continually evolving to meet the economic, educational, and political needs of the community (pg.116).

Baskin & Slaten (2013) offer us a detailed review of the early history of school counseling. According to them, the origin of school counseling started with the work of Frank Person (1909), with his idea of vocational guidance. As they report, Parsons believed that it was important to help all individuals, especially youths, understand and maximize their talents in the workforce. After his seminal book was published postmortem and the Vocation Bureau of Boston was started, the city of Boston and the state of Massachusetts began incorporating vocational counselors into pre – K12 schools.

Many factors helped in developing school counseling as a profession. There are numerical historical events, such as the Industrial revolution, that led to the emergence of professions to help peoples with social, personal and vocational concerns. These professions include the fields of social work, psychology, psychotherapy and counseling among others and the theories of practice adopted and developed by the counseling professions have roots in the scholarly research and practical guidelines established during the 19th and 20th century (Schmidt, 2011; Ramakrishnan & Jalajakumari, 2013).

Bein (2012), states that the school counseling profession of today’s world is dynamically different than its historical beginnings. Some of the changes referring to him include contemporary issues, education, structure challenges and students which provides a complex backdrop for this as he calls helping profession.

At the core of this type of service, according to him, will always be a unique and distinct calling to help students and promote their academic, physical and emotional well-being as well. Today’s school counselor as he believes is essential to the success of both the school and the student.

4. WHO ARE AND WHAT DOES SCHOOL COUNSELOR DO?

According to the American School Counselor Association (ASCA), school counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program. National Board for Professional Teaching Standards (NBPTS, 2012), school counselors defines as educators who use their knowledge of students, counseling, pedagogy, curriculum integration, and the unique context of their school and community to influence students’ learning and well-being. As stated there, school counselors may be facilitating whole-school workshops, leading small-group discussions, or providing one-on-one instruction. Accordingly, they systematically plan and facilitate activities and monitor students’ progress to ensure that each student reaches the desired goals. They are also integral members of the instructional team of the school and work with teachers, administrators, and other members of the learning community to advance student learning. As they conclude, school counselors know that an effective school counseling program is one that meets the needs of every student and that is part of a continuum of programs that meet the needs of students and families throughout students’ educational lives.
Answering the question about what school counselors do, Scarborough (2015), states that one way to answer this question is to collect and analyze process data. In her research about the school counselor activities, she concludes that school counselors are trained professionals who meet with students individually and in groups to address concerns that may be interfering with the students’ learning and personal development. Counselor helps through counseling (individual and group) related to personal and family concerns, school behavior, crisis, relationships, substance abuse, as well as follow-up on clients (students). School counselors are consultants when they spend time working individually or with groups of teachers and parents, or other mental health and school personnel, for the purpose of identifying and/or meeting the needs of students (pg, 280).

McMahon et al., (2016), states that school counselor educators can serve as leaders within their educational communities in order to promote systemic change that will remove barriers to student success. While Salzman (2011), when explaining the competence of school counselors says that as main functions and essential skill for school counselor are consultation and collaboration.

The school counselor sometimes encounters difficulties while trying to do their job. Sometimes they can find obstacles from their colleagues, teachers, class teachers, parents but and students as well. Reporting the student success and the problems of the student to the parents sometimes can be challenging and difficult. Many parents are not prepared and do not want to collaborate with counselors rejecting their children’s needs. That’s for the collaboration between school, parents and students is very important and much more with the school counselor.

As Linskensen & Coleman, (2011) states, school counselors need to track changes happening in the world that require new ways of thinking in order to assist students in gaining those resources to adapt to the changes. They need as well to be integrated or equipped to integrate relevant activities into classrooms especially using technologically information.

5. THE ROLE AND IMPORTANCE OF SCHOOL COUNSELOR AND COUNSELING SERVICE/PROCESS

For a long time, the role of school counselor wasn’t clear enough and there was confusion about his/her responsibilities. It has often been perceived as the responsibility of the class teacher, pedagogue or school psychologist and the position and role of the school counselor, i.e. his identity, has not been clear. Throughout the past century, the role of the school counselor has evolved to reflect the changing face of society and needs of the students. In the early 1900s, as industrialization continued to change the workplace and career possibilities broadened, demand grew for career and educational guidance services in the schools. This responsibility generally fell on teachers, who often performed this role without formal training or definition of their duties. The National Defense Education Act of 1958 prompted the widespread use of full-time guidance counselors, but their roles often remained in the same vein as their teacher predecessors: remediation, reactive crisis management, and administrative and clerical duties (NBPTS, 2012, pg. 12).

Since each school is an independent institution and has its own program, school counselors are part of constructing the program and the main responsible, putting the student at the center of the program and focusing more on students’ needs. With same statement about school counselor responsibility and their role Wolls and DePaul (2011), believes that counselors as school leaders are responsible for the coordination of resources and services that assist a student to be academically successful, to play a critical role in the development and implementation of school community partnership. As they state this partnership over the last decade has increased dramatically in the nation’s school district, reflecting an awareness of students' needs for support beyond classroom instructions.
As Lindwal and Coleman (2011), emphasizes the school counselor has a very important and crucial role in school organization, structure, program and policy. As they state school counselors can be involved in school policies by ensuring that they reflect the values that are promoted by the school. Accordingly, school counselors also can influence school programs by ensuring that they are truly beneficial for students promoting students' straights and allow them opportunities to participate in larger school community. As the last but not the least role of school counselor enlisted by Lindwal and Coleman is that school counselor can recognize how he/she are part of the educational process through his/her interaction with each person and each thing within the school and the degree to which these interactions contribute to the establishment of an overall positive atmosphere.

According to Subasinghe (2016), a school counselor in a school has a significant role. He organizes the required background for development apart from the school curriculum. So, we can say that a school counselor has a very important role and functions in assisting student dealing with educational issues, and other problems related to their academic achievements as well. They help students by proving: individual student academic planning and goal setting, school counseling classroom lessons based on student success standards, short-term counseling to students, referrals for long-term support, collaboration with families/teachers/ administrators/community for student success, advocacy for students at individual education plan meetings and other student-focused meetings, data analysis to identify student issues, needs and challenges (ASCA).

As Okumu (2017), believes that although the roles of school counselors vary among settings, common tasks referring to him include:
1. Individual counseling,
2. Small-group counseling,
3. Large-group or classroom presentations,
4. Involvement in school wide behavior plans for promoting positive and extinguishing negative behaviors, and
5. Consulting with teachers, parents, and the community.

But even though they have big responsibility on implementing and the effectiveness of the school program they are evaluated as well, in order to see if the Guidance Counseling program has been implemented and student’s needs and expectations have been met.

In this direction, Gysbergs (2011) says that school counselors, working within the framework of comprehensive guidance and counseling programs, are being asked to demonstrate that their work contributes to student success, particularly student academic achievement. Accordingly, not only are school counselors being asked to tell what they do, but they are also being asked to demonstrate how what they do makes a difference in the lives of students, and they are being asked to be accountable and to be answerable for their work, as well.

6. CONCLUSION

We can say that school counseling today is a need and a necessity at all levels of education. During the school period, students encounter various personal, educational and academic difficulties with which they often do not know or have no clear idea of who to turn to for professional help. School counseling includes a wide range of competencies and services and at the same time responds to every request of students to enable them to understand themselves, their capacity and overcome the difficulties they face in life, whether educational, personal/social and professional and those in career choice.
Given the role and importance of the school counselor as emphasized here as a leader and compiler and at the same time implementer of the school program and counseling process, we can say that not only in theory but this role and importance should be seen in school practice.

Taking into consideration the contemporary approaches to the educational plan where, unlike earlier, the focus is now on the student, his needs and not just trying to meet the educational curriculum, thus the role, importance and position of the school counselor is more emphasized. That’s for a school counselor is a person with abilities, professional preparation, education and certified counselor, which the teacher, pedagogue or school psychologist would not be competent to do his job and responsibilities.

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LINGUISTIC AND PSYCHOLOGICAL ISSUES AMONG UNIVERSITY BILINGUAL STUDENTS

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ABSTRACT

Today almost all people and students can speak more than one language. In addition to the mother language, we can see that many children learn foreign languages even from childhood. From a linguistic perspective, there are differences between spoken and written language and some of the emphasis problems students encounter while studying in a foreign language. The person differs when speaking a foreign language, but there is a lot of difference between speaking a foreign language and studying in a foreign language. Speaking a foreign language can cause stress and social anxiety for students to express themselves in exams or presentations. It finds it difficult to express and to understand academic literature and style, which causes insecurity and affects their academic performance. In order to see how our students at the International Balkan University (IBU-SKOPJE) deal with language difficulties, we have provided an online survey that shows that our students are not facing significant psychological difficulties and linguistic barriers and difficulties as well.

Keywords: Language, Bilingualism, Linguistic issues, Psychological Issues

1. INTRODUCTION

Today the number of people speaking more than one language is growing rapidly. Theorists have shown very different views and approaches to bilingualism. The fact that definitions and attitudes are very different from bilingualism has made this phenomenon problematic. Communication between people has increased with the development of education, communication, travel, migration, economics and many other areas.

In other words, if we consider this concept as a "social home institution", it brings together individual, cultural, educational and psychological elements under its roof. In this context, we can argue that individuals who can speak two or more languages are one step ahead of community respect and job demand.

Regarding the differences between speaking a foreign language in everyday communication and studying in a foreign language, as Kalat (2011) says, when we speak, we usually do not clarify every detail, and we often use words with ambiguous meanings, and when we compare languages, we become even more aware of the importance of context. Thus, using a foreign language in social communication, friendship, or with other purposes differs in using and being able to comprehend and study in a foreign language. Because in the last case peoples do not just understand what they are speaking, reading or writing but they are able to reproduce and comprehend what they learned in that language and what is more important they can perform well.
2. WHAT IS LANGUAGE?

Before we speak for bilingualism firstly, let’s define the concept of language. From a linguistic perspective, as Ergin (2013) states, language is a natural means of negotiating between people, a living entity that has its own laws and developed only within these laws, a system of secret agreements thrown at times of unknown origin, interconnected institution of voices.

From a psychological perspective, language includes the ability to understand both spoken and written words and to communicate in real-time while talking or writing. Most languages are produced by speaking (Lally & French, 2018).

3. UNDERSTANDING AND DEFINING BILINGUALISM

The concepts of bilingualism or multilingualism (multilingualism) mean speaking, processing in two or more languages. In other words, these concepts are adapted to meet both bilingualism and multilingualism. On the other hand, it is an inclusive concept that includes dialects of the same language. The "change" that results from the technology created by the globalized world and the influence of modernism also affects linguistics.

As Franson (2011) states definitions of bilingualism range from a minimal proficiency in two languages, to an advanced level of proficiency which allows the speaker to function and appear as native-like speaker of two languages. A person may describe themselves as bilingual but may mean only the ability to converse and communicate orally. Others may be proficient in reading in two or more languages (or bi-literate). A person may be bilingual by virtue of having grown up learning and using two languages simultaneously (simultaneous bilingualism) or they may become bilingual by learning a second language sometime after their first language. This is known as sequential bilingualism. To “be bilingual” means different things to different peoples (pg. 1).

In the opinion of Khalbous and Radhouan (2013), regarding the bilingualism of individuals, there are many approaches that study this phenomenon, it’s a wide concept studied from linguist, psychologist, psycholinguist, sociologist, socio-linguist and recent market disciplines, etc. and that’s for there are many and varied definitions about the concept of bilingualism. Thus, Gottardo & Grant (2014), states that the definition of bilingualism is complex, and is influenced by multiple factors such as the age of acquisition of the second language, continued exposure to the first language (L1), relative skill in each language and the circumstances under which each language is learned (pg. 1). As they state the definition of bilingualism is more complex than a simplistic “yes/ no” categorization. Definitions of bilingualism must include the degree of proficiency in each language and circumstances under which each language is learned (pg.7).

The term bilingualism, the English equivalent of which is “bilingualism”, was created by combining the Latin words “bi” meaning “two” and “lingua” meaning “language”. This term is defined in W. Field's book "Key Concepts in Bilingualism" as "having two languages in general, speaking bilingual or being bilingual" (Field, 2011: 22; Bican, 2017).

The concepts of bilingualism and multilingualism are generally related to the studies of understanding, processing and producing of two or more languages. The use of the concept of bilingualism in the literature is such that it meets both bilingualism and multilingualism. As Grosjen (2010), states although the word bilingualism suggests a quantitatively limited meaning, it has been common practice to use this term for both multilingualism and dialects of the same language since the beginning of the field, and this is common (pg. 4). In short, the term bilingualism is used as an umbrella concept to cover both bilingualism and multilingualism.
As Yazıcı and Temel (2011), referring to Baker (2007), report that those who use more than one language are the majority in the world. More than one language is spoken in almost every country, so bilingual and multilingual people are often found all over the world. As they report, according to a European Commission report, 54% of Europe's population knows enough to speak at least one foreign language.

There has been vast research in order to see the differences between bilingual and monolingual children and how bilingualism affects their development in linguistic cognitive, social environmental level. Thus, according to Watson (1995), the only difference between the process of acquiring the language of bilingual children and the language of one language is that they are exposed to two different language inputs due to their environment or social living space.

Acquiring bilingualism takes place in two different ways in children growing up in an environment where two different languages are spoken. The first is the simultaneous acquisition of languages, and the second is the subsequent acquisition of languages (Conboy & Debra, 2006).

Which language a child uses most effectively can vary depending on the regular use of incoming languages from the social environment. Stimulating language inputs that allow children to have language experience in early childhood affect a child's perspective on life.

The term bilingualism has been studied since the 80s through psychological literature. Hakuta & Ferdman & Diaz (1987) define bilingualism as a mental concept on an individual level - a feature of individuals who have or use two language systems. At the same time, as they report, the social-psychological concept is still seen as a feature of individuals, but as individuals who organize the social world in terms of different groups and social situations associated with the two languages they interact with. Accordingly, bilingualism is also used as a social structure to describe interactions between social groups and social institutions, and between groups where group and institutional boundaries correspond to linguistic boundaries.

Today, we have a lot of research on the relationship between bilingualism and psychological states and social anxiety disorders. James (2014) investigated a possible link between bilingualism and SAD in his study. The results of the study are the results of conflict with past research as there is no relationship between bilingualism and the physiological and cognitive aspects of self-reported social anxiety.

4. THE PURPOSE OF THE STUDY

The purpose of the research is to see the linguistic and psychological difficulties among bilingual students. That is, to see the level of acquiring of four main language aspects (reading, writing, speaking, understanding) in English language as a foreign language. And on the other side, to see if there are any psychological difficulties such as frustration, anxiety, insecurity affecting their academic success and performance.

5. METHOD AND PROCEDURE

For our study purpose, we conducted an online survey, consisting of 17 questions including general data of our participant and using the same as measuring instruments for the research phenomenon. The survey was online and opens to all students thus making random sample and the survey period was one week from 10.02.2020 - 17.02.2020.

5.1. Participants

Our sample includes IBU students where the official language of study is English, and consists of 101 students including students from all study years starting from the preparation level. Regarding the gender factor, the largest number of them, respectively 70.3% belong to the female gender and 29.7% to the male
gender. Their age varies from 19 to over 30 years, where in the largest percentage respectively 86.1% we have the category of 19-24, and in the smallest percentage 12.9% we have students aged 25-29, and a very small percentage of belongs to the third category, respectively over 30 years. From the distribution of data we have that the largest number of the total are students of the fourth year of studies with 34.7%, while we have approximately the same distribution or number of students from other years. Thus, 17.8% of our sample is first-year students, followed by second-year students with a percentage of 16.8%, and in third place we have students in preparation level prepared with a percentage of 15.8%. With a slightly lower percentage, we have students in the third year of studies, respectively 14.9% of the total number.

Since IBU is an international university and includes students from different nationalities, our results show a multinational reflection. Thus, the largest percentage of our research population belongs to the Albanian nationality, 54.5%. In second place we have students of Turkish nationality with 30.7%, and with a percentage of 5.9% respectively we have students of Macedonian and Bosnian nationality and a very low percentage of Serbs and Kurds.

Regarding the native language they speak, our results show that for 54.5% their mother language is Albanian, 31.7% Turkish, 7.9% Bosnian, and Macedonian. As for our question about which foreign language they speak, the results are as follows. Most of them, respectively, 38% of the total number know or speaks more than three foreign languages, 32% three foreign languages, 24% only two and 6% of them know only one foreign language.

Since at the beginning we say that today we have many people who speak more than one foreign language and this phenomenon is increasing and that now we have many children who from an early age know and speak foreign languages in our research interest was to see and the time from when our samples began to learn foreign languages. Thus, based on the obtained results, we say that the largest number of them, respectively 43.6%, have started learning foreign languages since primary education, and 40.6% since early childhood. In a smaller percentage, we have those who have learned foreign languages later, in high school 10.9% and 5% during the study period or at the University.

6. RESULTS

As mentioned above our purpose of the research was to see the linguistic and psychological issues among bilingual University students. Our initial interest was to see the level of foreign language acquisition in speaking, writing, reading and understanding among bilingual students who study in a foreign language (English). Seeing this linguistic aspect and level of acquisition our goal was also to see how much this depends or affects their academic performance and how much this causes them problems or psychological difficulties in their attempt to express or not all that they know in a foreign language.

In our question about how they evaluate their level of proficiency in using English as a foreign language, most of them respectively 55.4% considers that their level is very good, 23.8% excellent, 17.8% satisfactory and only a small percentage of them considers that their level in the use of English as a foreign language is not satisfactory.

Approximately the same results we obtained for the level of acquisition in translating and speaking in English in everyday communication. Thus, in our question about how they evaluate their level of proficiency in translating foreign sentences in their native language and conversely, the largest number from the overall respectively 49% of them considers that their level is very good, meanwhile 24% are in a satisfactory level, 20% excellent and just 7% not satisfactory level.

When it comes to their evaluation of the level of proficiency in speaking English as a foreign language in everyday communication the results are as follows. With a percentage of 40.6% assumes that they have a
very good level, followed by 27.7% of those who assume that they have an excellent level, 26.7% satisfied
and only 5% of our population assumes that their level in the use of English as a foreign language in daily
communication is not satisfactory.

As for the ability to read and write in English as a foreign language, we asked them how they evaluate their
level of proficiency in writing in English as a foreign language. From the given alternatives such as not
satisfactory, satisfactory, very good and excellent, most of them, that is 40.6%, were determined with a
very good level, 35.6% with excellent level, 16.8% satisfactory and 6.9% not satisfactory.

In our question of how they evaluate their level of proficiency in reading in English as a foreign language,
we got the following results. We got approximately the same distribution for two categories, very good
(43.6%) and excellent (42.6%). The rest of the distribution was for the other two categories satisfactory
(10.9%) and not satisfactory.

In our interest was also the level of proficiency in listening in English as a foreign language and our
question, the obtained results were almost similar to previous questions on linguistic aspects. Thus, most
of them, that is 41.6%, assumes that they have a very good level of listening, 33.7% excellent, 22.8%
satisfactory, and the rest with not satisfactory level.

As we already said earlier, another purpose of our study was to see whether our population encounters any
psychological difficulties while studying and performing in English as a foreign language. Therefore, we
asked them some questions regarding this aspect.

Thus, in our question about their opinion on whether they can express all professional knowledge in English
as a foreign language (Diagram 1), our results show that most of them, that is 65.3%, say that they try their
best to; 24.8% say that they can do it without a problem and just 4% say that they found it difficult. As the
least represented option we have “it is very hard for me”, represented with the percentage remaining very
low.

In terms of potential psychological difficulties, including insecurity, incompetence, unconfident,
frustration, anxiety from our obtained results, we can see that most of them, that is 44.9%, do not have any
of those problems. The most pressing problem with our sample is frustration, and this is the case for 24.5%
of respondents. In the second place, it is anxiety with 12% of respondents followed by unconfident with
10.2%; meanwhile, 6.1% of our respondents feel incompetent in expressing all their professional
knowledge and to perform in English as foreign study language.

A very important variable for us was the academic performance in English language, and therefore we
asked them about their opinion regarding their level of English language affecting their academic
performance and success. From the results we saw that we had the same distribution (24.8%) of respondents
for two categories affects a little bit and the other category Yes it affects. The other remaining options are
represented as follows: 20.8% say that they are good enough in English; 19.8% say they can handle it and
just 9.9% say that the level of acquiring English language affects a lot their academic performance and
success.

Studying in a foreign language, in addition to the difficulties they may have, also offers better and more
priority opportunities than studying in the native language and even more in time of globalization. Thus, as
a final study question, we asked our respondents to give their opinion on the advantages of studying in a
foreign language. Our results reflected a division into large 50/50 categories. Half of them and 50.5%,
respectively, think that they will have better employment opportunities, while the rest is divided between
the opinions that studying in a foreign language enables them to improve and master the English language,
which is the case with 30.7% of respondents, and the remaining 18.8% do so for personal satisfaction.
7. DISCUSSION

Our results showed a different approach to the concept of "bilingualism" in Balkan geography. In this geography where many ethnic elements live (Turkish, Albanian, Macedonian, Serbian, and Bosnian), etc., this concept is known in the axis of mixed marriage and, therefore, mixed education. Children born of mixed marriages acquire a second or more linguistic acquisition from childhood of their parents belonging to two different ethnic nations or complete two or more language studies at a school in co-education. In addition to mother language education in schools, the country's official language is offered, as well as two compulsory and elective foreign language lessons. From a socio-cultural perspective, bilingual people start one step ahead of life compared to monolingual people.

According to the findings, most of the university students who received co-education have acquired a second language since elementary school (43.6%) meanwhile those who can speak more than three languages according to our results are 38%, which is the result of the influence of geography. If we consider English as the world language as a foreign language, 50% of students use English satisfactorily. They can speak, read, write, listen, and understand, to analyze and reverse a sentence in a foreign language at a very good level. Believing that they can transfer all their professional knowledge to foreign languages, the students believe that they will do their best and will continue to achieve their academic success with the confidence they have gained from bilingualism.

Our results have confirmed that there is no relationship between bilingual and psychological disorders or particularly social anxiety, as noted in several studies previously reported by James (2014). Our results show that our students do not face significant psychological difficulties even despite the reality of language barriers and this is the case with most of them (44%), while the rest are scattered to smaller percentages, who have some of the psychological difficulties, such as disappointment, insecurity, inability, frustration, anxiety, etc. Thus, our results proved that they did not face such difficulties. From the obtained results, we can see that our students have a higher priority in using English as a foreign language in education. In other words, 50% think that they will have better employment opportunities with this. We can say that our results are in line with a lot of research that has been conducted regarding these cognitive aspects.

According to Maria & Shook (2012), researchers have shown that the bilingual brain can have better attention and task-changing capabilities than the monolingual brain, thanks to its ability to develop one language while using another, so this means greater cognitive flexibility, better inhibitory control and enhance. Those cognitive benefits are advantages in terms of social intelligence as well. In addition, bilingualism has positive effects on both ends of the age spectrum: Bilingual children under seven months can better adapt to environmental changes, while bilingual older people may experience less cognitive decline (Maria & Shook, 2012; Javor, 2016).

As we can conclude from the results the distribution of data confirms that students at the same rate confirm that bilingualism is not an obstacle to academic achievement and success, and that they are unaware of language barriers. Nevertheless, they are confident and do their best to achieve their goals, and they have no problems with education in foreign languages.

7.1 Limitations and recommendations

We assume that this research is only a starting point for more detailed studies in this area. Although the total number of our sample was relatively high, we assume that we cannot generalize the results to the fact that the sample selection is random and open to every student. Our results did not allow us to view genders as the relevant variable, because we had a disproportionate number, most of which were females. And since
we used a survey, we aimed to see their views on current problems without requiring or using more specific statistical methods.

This article and these results will serve us for more detailed studies in the future and we believe we will rely on more study variables and methods than those used in current research. We can say that our predetermined goals and objectives are met with hope for further research in this nature.

8. CONCLUSION

As mentioned in the beginning, there are many differences between speaking a foreign language and studying a foreign language. Studying in a foreign language has difficulty for students to express themselves in exams or presentations, to convey academic literature and style, which causes distrust and affects their academic performance, but this is somewhat different in bilingual students, which was proved also by our results, where we saw that bilingual students don’t have significant linguistic and psychological difficulties to express themselves in a foreign language, i.e. English.

Speaking a second language in everyday life, social communication, or university education, the students can use the four basic skills correctly in their homework and presentation. Of course, there is a connection between the language skills of elementary school time and the advanced reading they have done within the University, and as we saw from our results, this has a positive effect on the students in their academic life.

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Part IV
Education & Literature
(Papers in Turkish)
**ÖZET**


**Anahtar kelimeler:** Yaşam boyu gelişim, ahlak, dil gelişimi, anadili
THE MORALITY AND LANGUAGE DEVELOPMENT OF INDIVIDUAL LIFE-SPAN DEVELOPMENT

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ABSTRACT

Lifespan development while exploring the process from the birth up to the old age, deals extensively with changes in the cognitive, social, psychological, and behavioural aspects of the individual. Lifespan development also examines the changes that occur depending on age. When human development is viewed as a whole, it passes through many phases, from childhood to maturity and aging, and during each period significant and visible changes occur. If we consider moral development as an approach that is parallel to the individual’s cognitive development, moral development plays a significant role in life-span development. Morality concerns an individual’s growing sense of what is right and wrong, in order to obtain a certain place in society and to adapt the society and its rules. The purpose of this study is to examine the individual developmental stages as well as to emphasize the importance of moral development in terms of adaptation to the environment in which individuals live. All II thinkers who strive to make people live more comfortable have a remarkable biography in terms of the life they live. The life stories of these thinkers are crucial for understanding how their views are put forward. For this reason, Noam Chomsky and his psycholinguistic language development theory were put forward using qualitative research method and document analysis. Language is a very important element that all living things use for communication. Unlike other entities, the language people use has a complex system. Various theories have been introduced for the formation and development of the language from past to present, and the programs created as a result of these theories have been provided to educate children in terms of language development. In a world of constant technological development, education is to be thanked for individuals being able to comfortably communicate with each other. In order to provide a better living, communities are required to compare their educational system with the one in other countries and to continuously improve. Each country must develop its educational system so that it complies with the contemporary development of the community. For such a development, it has to analyze the education policy and develop an approach towards education. The contemporary world trends in education as a response to major socio-economic changes and the fast technical and technological development have imposed the need for appropriate structural, programmatic and methodical developmental changes. The aim of introducing such developmental changes is to establish a process of continuous improvement in the work and to secure higher quality in education at the same time. Also, in this research we are going to use all the contemporary techniques and methods in order to achieve more adequate results that are going to be of great importance for the teachers and society.

Keywords: Lifespan development, morality, language development. language
1. GİRİŞ


2. AHLAK GELİŞİMİ


2.1 Deweyle Göre Ahlak Gelişim Kuramı


2.2 Psikanalitik Kurama Göre Ahlak Gelişimi

Sigmund Freud ahlak gelişimini, kişilik gelişimini gibi duyguyal-güdüsel bir süreç olarak ele almıştır. İnsanın doğuşta sahip olduğu tüm güdülerin toplamı olan id, sürekli olarak isteklerine doyum arar. Ego, id’i hangi isteklerin karşılanacağına ilişkin karar verir. Süperego ise, çocuğa anne babası tarafından aktarılan ve

3. DİL GELİŞİMİ


İnsanlar iç dil kapasitesi ile doğmakta ve çevrelerinde konuşulan dili, doğuştan getirilen dil yetisi ile keşfedip işçellesirmektedirler. Çocuklarda gözlemlenen dil gelişimine bakıldığında zaman; yaş gereği öğrenmesi mümkün olmayan karmaşık süreçlerin çok kısa bir zaman diliminde edinilmesi ve bunların büyük bir benzerlik göstermesi, bu görüşü doğrular niteliktedir. Bu açıdan bakıldığında zaman Chomsky’nin bu kuramın özel konuma sahip olması kaçınılmazdır.


3.2 Anadilde değişimler


Chomsky’ye yöneltilen eleştirilerden biri ise, doğuştan gelen dil anlayışının da aynen davranışçılığı gibi, çevresel koşulların da etkisini kabul ettiği görüşe yöneliktir. Her ne kadar doğuştan gelen bir dil yetisi kabul edilse de dil çevresel tetiklemelerle olgunlaştırılıyor. Chomsky’nin dil yetisini belirtlenestyle ilgili evrim sürecine yönelmesi, dar bir süreç olan çevrenin ele vermesinden kaçınılmayacak şekilde bir davranış olarak görülülmektedir. Dil ve anlamanın en iyi davranış düzeyinde incelenmesi savunan Quine de, Chomsky’nin doğuştan gelen bir dil sisteminin sahip olması gerektiğini savunuyor (Sperlich, 2011; 39). Sezer’e göre Chomsky her on yılda bir kendi kuramını değişirmiş olmasına rağmen halen dilbilimin Aristo’yu oluşturan sahne olduğu için ifade etmiş, Chomsky’nin eleştirelere bir konuma yükseltildiğini belirtirken, bu durumun olumsuzluklarından bir an önce kurtulması ve dilbilimde bilimsel yöntemlerin kullanılması konusunun zorluklarını ortaya koymuştur (Sezer, 2009).


KAYNAKÇA


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http://www.megep.meb.gov.tr/mte_program_modul/moduller_pdf/Ahlak%20Geli%C5%9Fim也不要忘记加入引号。
NECATİ CUMALİ’NIN VİRAN DAĞLAR ROMANI VE MADEONYA 1900 ÖYKÜ KİTAPLARI BAĞLAMINDA KÜLTÜR VE KİMLİK DÖNÜŞÜMÜ

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ÖZET

Cumhuriyet Dönemi Türk Edebiyatı 1923’ten başlayarak günümüz'e kadar uzun bir süreci kapsamaktadır. Cumhuriyetin ilanından sonra çağdaş anlayışlar doğrultusunda gelişimi başarıyla sürdürtmüştür. Bu dönemde roman ve hikâyelerinde tarihsel koşullar bir edebi yapıta kahramanı için yeni bir varoluş durumu yaratmakla kalmaz, tarihte kendi içinde bir varoluş durumu olarak algılanıp irdelenir. Cumhuriyet Dönemi Türk Edebiyatı devrinde ilk defa temel kaynak olarak halk edebiyatına ve halk kültürüne değinilmiş, karşılaşılan ya da anlatılmaya değer görülen insanların kahramanlıkları övülüp tasvir edilerek, hikaye edilip kültürel değerler kaynak olarak gösterilmiştir. Bu dönemin yeni kimlik oluşumu aslında bir öz dönüse hareketidir.


Anahtar kelimeler: Necati Cumalı, kimlik, kültür, transformasyon, roman, hikaye.

TRANSFORMATION OF CULTURE AND IDENTITY IN NECATI CUMALI'S LAST
BEK ON THE BALKANS AND MACEDONIA 1900

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ABSTRACT

Turkish literature during the Republican Period covers a long interval starting from 1923 until today. After the declaration of the Republic, Turkey continued its development successfully in line with the contemporary ethos. The same spirit found roots within the literature as well. Historical conditions in novels and narratives of this period are not limited to creating a new existence situation for a hero of a literary work only. In fact, they are perceived and analyzed as a state of existence in history. For the first time in the era of Turkish Literature during the Republican Period the heroism of the people who were mentioned, encountered or told to be mentioned as folk literature and popular culture as the main source has been praised and portrayed as stories and cultural values have been shown as a source. The new identity formation of this period actually represents a return movement. The creation of literary works from the national values of literature, together with the construction of identity obtains the transformation of more existing identities into national identities without creating new and other identities. This is evident in the works of Necati Cumali that reflect the basic characteristics of this particular period. Necati Cumali’s family settled in Turkey in 1923 with forced immigration under the Turkey-Greece Emigration. In this context, he has developed in his mind the features and possibilities of the previous times, which have been engraved into the author’s memory, and the fiction of his works in the roots of the Balkans, especially in the villages and mountains of Macedonia. In our work, we focused on the transformation of culture and identity in two works of Cumali, which emerge in many different moments, along with the memories of time travel and memories. People generate culture in a specific time, place and under specific conditions according to their requirements. The development of the concept of “other” was a natural result of the Turkish community’s quest for identity. Necati Cumali like many other authors from the republican period with topics typical for him and his style of writing occupied an important place. He displayed the transformation of his characters’ identities in the novel from landlord to resistance fighter and at the same time wrapping his spouse and childhood love in lover’s entity demonstrated their identity transformation. Cumali’s works carry the traces of the society he lived in and was nourished by and that is why he aims to rebuild his disappearing identity. In order to preserve and improve the existing, he took into consideration the sensibility as well as the requirements of the period described in his works and in order to create a national identity, his works reflected the building blocks of national culture.

Keywords: Necati Cumali, identity, culture, transformation, novel, narrative.

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2 This paper was presented at the International Conference on Social Sciences and Humanities, 12-14 May 2017 in Skopje, with the same title: http://icssh.ibu.edu.mk/ibu-icssh2017-book-of-abstracts/
GİRİŞ


Rus edebiyat bilincisi J. Lotman’ın kültür ve değişim konusundaki görüşüne gelince: Ona göre her kültür, konsantrik alanların bir sistemi olarak yeniden kurgulanabilir; söz konusu alanların içeriği içeriği dünyada okunan bilgiler, adetler, inançları, sanatları, ahlâkları, yasaların ve yasaların değişimi ve yansımasıdır. (2005: 63)

Zorunlu bir göçle Türkiye’ye yerleşen Necati Cumalı, incelemeye aldığımız bu iki eserde kültürel dönüşümü ve kimlik dönüştümü konusundaki görüşe gelince: Ona göre her kültür, konsantrik alanların bir sistemi olarak yeniden kurgulanabilir; söz konusu alanların içeriği içeriği dünyada okunan bilgiler, adetler, inançları, sanatları, ahlâkları, yasaların ve yasaların değişimi ve yansımasıdır. (2005: 63)

1. Viran Dağlar romanı ve Makedonya 1900 öykü kitapları bağlamında kültür ve kimlik dönüşümü


bir kitap olacakmış ve ben onu özmle bekleyeceğim” dediği ikinci kitap hiç yazılmaz. (Kocabıyık, 2006: 135)

Cumalı’nın hikâyelerinde kullandığı, kültürü oluşturan unsurlardan birkaçına değineceğiz. Hikâye kitabında bulunan hikâyelerin tamamında ikili konuşmalarda günlük ağzı dikkati çekmektedir:

“Dört Gega mı dedin a be Rıza Bey? Tüh, tüh, tüh... Ne var ne oldu be Hayrettin Ağâ? Daha ne olsun isterisin be Rıza Beyim? (Cumalı, 2016: 57)

“Doğru mu söyler bu be, yoksa uydurur mu, kandırır mı bizi? İnanırmısın be, hiç olmuyor mus böyle şeyler? (2016: 175)

“Ah be Mustafam! Ah be can oğlum niçin böyle yaparsın? Niçin üzersin, merakta bırakırsın yaşlı anam? (2016: 178)

Hikâyelerde ve romanda türkü ve şarkılara yer verilmiştir. Korku hikâyesinde şöyle bir dörtlük bulunmaktadır:

Ah hanım çıkmış ayazmanın başına, Ah güneş vurmuş sarı ipek saçına, Ah henüz girmiş on üç yaşına, Yosmam de... (2016: 185)

Halk bilimi, belirli ortak değerlere sahip olan birden fazla kişinin oluşturduğu topluluk olarak halkın yaşantısını ve bu yaşantıya bağlı şekillenen soyut ve somut olguları inceleyen bir disiplindir. Yazar eserlerinde halk bilimine özgü bir unsur olan türkülerimize de yer vermiştir. Hikâye lerinde Türkçe türküler dışında Yunanca türkülere de yer vermiştir. Şarkı sözlerinin bulunduğu aynı hikâyenin devamında Yunan askerlerinin söyledikleri aşk türküsi ve yunanca konuşmalara yer vermiştir. Yirise se permeno yirise (Dön, seni bekliyorum, dön) Mikrolamu kopela (Küçük sevgilim) Ela, ela... (gel, gel, gel). (2016:190)

Viran Dağlar romanında ise şu Rumeli türküsi karışıma çıkmaktadır: Dağlar dağılar; Viran dağlar; Ah yüzüm güler; Kalbim ağlar. Ah min olaydın min olaydın; Ne olur benim olaydın (Cumalı, 2012: 301)

Romanın devamında merhum Şevki Bey’in Uşşak şarkısı:

Gamkin dilim şad –edecek sensin-efendim
Her lahza beni yâd-edecek sensin-efendim
Viranlığım, âbâd –edecek sensin-efendim
Her lahza beni yâd-edecek sensin-efendim.

Ve devamında da bir diğer Rumeli türküsi yer alır:

Koşküm var deryaya karşı; Durmaz akar gözüm yaşı
Ah sevdadır işin başı; Var gönül yan; Git sereyle aman aman; Gel bana söyle aman aman aman...
Elmâyi nazike soyarlar; Cini tabağa koyarlar; güzel cendan severler;
Var gönül yar... (2012: 303-304)

Deyim ve konuşmalar: Yasu kirye (Vakitler hayırlı olsun efendi) Yasu kirye lukuya (Vakitler hayırlı olsun çavuş)... (Cumalı, 2016:192)

“Kir boynunu, gözüme görünme!” (2016: 23)

Hayır görmesinler inşallah! Gözleri kör olsun inşallah. (2016:211)

Hikâyelerde işlediği konularda, bize savaşın yüzyıllar boyunca beraber birarada yaşayan farklı etnik kimliğe ait insanların vicdanarında nasıl çelişkiler yaşadıklarını gösterir. Doğal olarak bu çelişkiler
doğurdukları düşmanlıklar dışında, bir de insnaların değişimine yol açmıştır. Yazarnın, hayatında önemli anlar olan bu tarihsel hatırlar, Milan Kundera’nın Roman Sanatı eserinde dediği gibi: "Tarihsel koşul bir roman kahramanı için yeni bir varoluş durumu yaratmakla kalmaz, tarih de kendi içinde bir varoluş durumu olarak algılamp irdelemelidir." (Kundera, 2012:45) Çünkü bu tarihi olaylar insanların sevdiği veya ilişki kurduğu insanları anlamladığını adına sonu olmayan bir çıkmaz gibidir.


Eğitimin Balkanlılar için önemini oğluna şu sözlerle anlatır:


O zamandaki karışıklıklar yüzünden akı karışılmış, İttihat ve Terakkicilere yakının duymaktadır ve Osmanlı’nın nasıl eski günlerine döndürülebileceğini düşünmektedir.

Yetişen her onu genç İttihatçıydı ya da İttihatçı olmaya adaydı Selanik'te. 1908 devriminden sonra yaşayanlar hâlâ birlikte basılmıştır. Ama Zülfikar Bey gibi yaşamlarını anlamlandıracak bir inanc arayanlar bu hâline yakıncılar. İttihatçılığın öyle, inceleyerek bilinen bir ilkelleri yoktu. İttihatçılığın demek, vatanim, ulusumu severim, özgürlüğüne bağımsız, vatanim için seve seve can veririm demekti. Zülfikar da buna hazırız.(2012: 148)

Balkan Savaşı çıkar ve orduya gömülen iştiraklar ister fakat orduya yaşının, daha genç olduğunun söyleyip Zülfikar Bey’i kabul etmez. Ve böylece onun sahip olduğu kimliğini koruama savaşı çıkmazına girmiş olur.


Viran Dağlar romanının kahramanı da fransız polisine yakalandığı zaman yaptığı düzensizleri aslında kendi kimliğini toprağının korumak için yaptığı şu sözler savunur: *Kendi ülkemizde, onurumu, doğup büyüdüğüm, toprakları savunduğum için suçluyor, yargılıyorsunuz beni... Siz de mecbur değildiniz sayın yargıcı biz çağırmadık sizi...* (Cumalı, 2012: 394)


Atların bir diğer özelliği de sahiplerine sadık oluşlarıdır. Bu gerçek *Viran Dağlar* romanında Zülfiyar Beyin ormanda vurulduğu zaman atının durmadan koşarak sahibine yardım hayatının kurtarmasında gösterilmiştir. Çocukluğa yaşadığı aşk hayatı boyunca unutmayan, fakat babasının örf ve adetlere düşkünlüğünü bildiği için Türk kültüründe olan, otoritenin babanın üzerinde olduğu için görüntü usulü ile evlenmiştir. Fakat bu evlilik onu çapkınlıklarına engel olmamıştır.

**SONUÇ**

İnsanlar belirli zaman, mekân ve şartlarda ihtiyaçlarına göre kültür üretir. Türk toplumunun kimlik arayışı sonucunda bir ‘öteki’nin oluşması doğaldı. Cumhuriyet dönemindeki ulusal proje ve ulusal kimlik arayışı, Osmanlı ittifaklarını bir yerde geçersiz kılmış, artık farklı toplumsal sınıflandırmalar gündeme gelmişti. (Milas, 2005: 331)

Necati Cumalı Cumhuriyet devrine ait birçok yazar gibi kendine özgü konuları ve bu konuların olay örgüsünü kurgulayarak ve kaleme alışı şekli ile önemli bir yere sahiptir. Romanda kahramanını ağa kimliğinden, komitacı kimliğine ayni zamanda da eş ve çocukluk aşkına aşık birimliğine büründürülen kimlik transformasyonlarını gözler önüne sermiştir.


Bu teoride göre de yazar kahramanlarını istediği şekle koyup, okuyucuya – topluma yaşanan göçlerin ve savaşların nelere gebe olduğunu anlatmıştır.
Cumalı'nın eserleri içerisinde yaşadığı ve beslendiği toplumdan izler taşımakta ve böylece toplumda kaybolmaya başlayan bir kimliğin yeniden inşa edilmesini amaçlamaktadır. Var olanın korunması ve geliştirilmesi amacıyla yazar, eserdeki olayların geçtiği dönemin hassasiyetleri ile eserin yazıldığı dönemin ihtiyaçlarını da göz önünde bulundurmuş ve milli kimlik oluşumu için milli kültürün yapı taşılarını eserlere yansıtmıştır.

**KAYNAKÇA**


