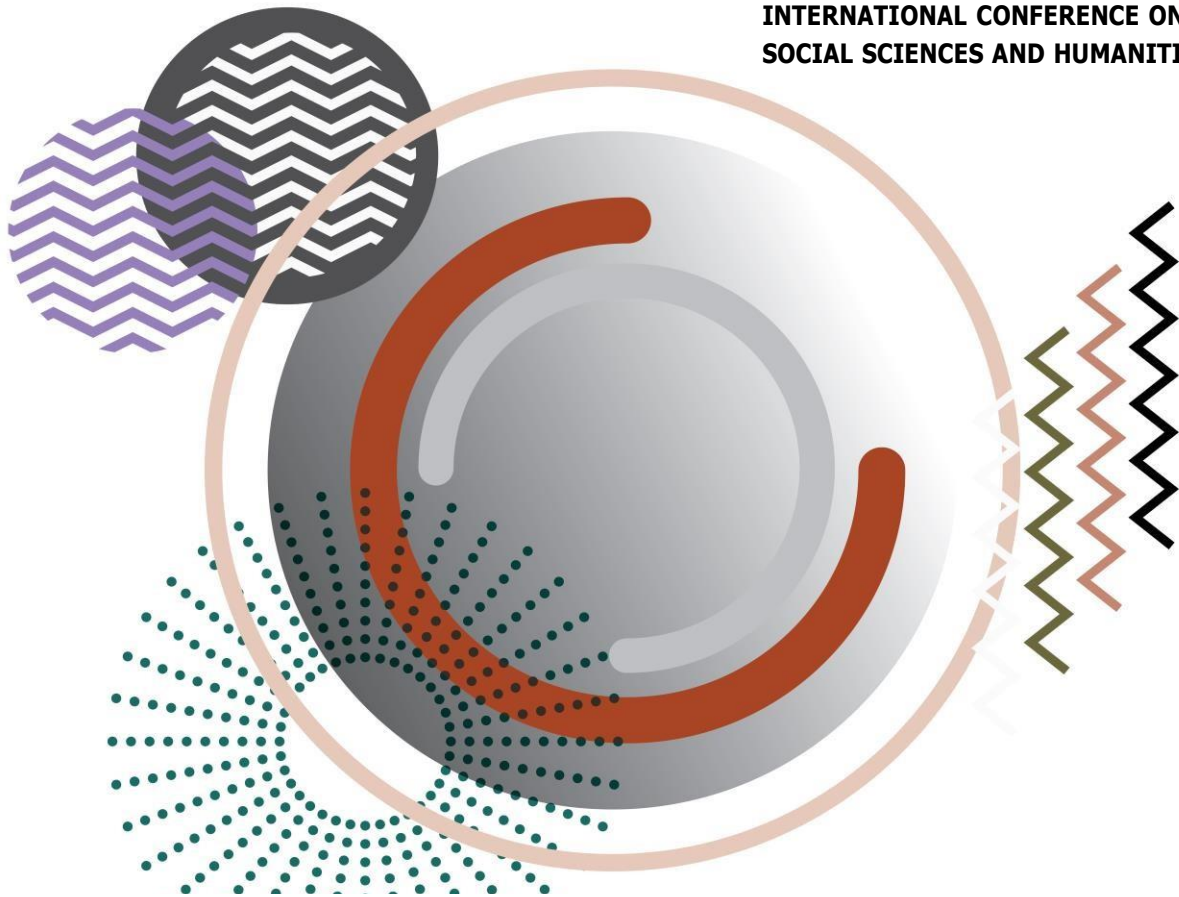


ICSSH2021

INTERNATIONAL CONFERENCE ON
SOCIAL SCIENCES AND HUMANITIES



BOOK OF PROCEEDINGS

**CHALLENGES OF THE
CHANGING WORLD
-BUILDING A SAFER FUTURE**

BOOK OF PROCEEDINGS

4th INTERNATIONAL CONFERENCE ON SOCIAL SCIENCES AND HUMANITIES

Challenges of the Changing World - Building a Safer Future

10-12 June 2021

E-conference, North Macedonia

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FOREWORD

Dear participants, on behalf of the Organizing Committee and me personally, it is my great pleasure to welcome you to the 4th International Conference on Social Sciences and Humanities (ICSSH2021), organized by International Balkan University, Skopje, and the University of Houston-Clear Lake.

In line with the social distancing norms due to the Covid-19 pandemics, it is the first time in the history of this conference to be conducted using a digital platform.

The conference intends to serve as a gathering point for a great array of academics and professionals to present their scientific achievements in the field of humanities and social sciences and all interrelated disciplines. This event can also serve as a place where we can meet old friends and make new ones.

The theme of this year's conference is Challenges of the changing world – Building a safer future. During these two days, many researchers and scholars will share their beliefs, knowledge, and experience of the challenges the globe is facing and discuss the approaches and strategies for a better tomorrow.

Let me walk you through the conference, introducing you first to the organizing and scientific committees: The academic staff of International Balkan University and the University of Houston-Clear Lake are members of the Organizational Committee, while the Scientific committee of the conference comprises scholars of over 10 countries.

We are proud to have participants from 5 continents, from over 20 countries, so the epithet “international” fits well with the name of our conference that complies with the image of the International Balkan University in our society of a multinational, multireligious and multicultural environment.

The audience will have the opportunity to select the presentations which they will attend, out of 160 contributions of more than 250 authors. The presentations are organized in different sessions covering the main topics of the conference, but not limited to **Economics, Business, Management, Political Sciences, International Relations, and Sociology, Legal Studies, Education, Philology, Psychology, Digital transformation and Communications, Arts and History.**

Within these two days, we will have the opportunity to listen to the presentations of five outstanding keynote speakers in the area of diplomacy, history, sociology, economy, and psychology.

I would like to express my gratitude to the Rector of IBU and the management of the University of Houston-Clear Lake for their support throughout the process of preparation for the Conference. I would like to thank the keynote speakers and all presenters, session chairs, as well as, the members of the organizational and scientific committees, for accepting our invitation to be part of this event. Big appreciation to Prof. Cengiz Sisman and all members of the University of Houston-Clear Lake for their involvement in all stages of the conference. Special thanks to the colleagues, members of the academic and administrative staff of IBU for their unselfish work and contribution and for being supportive during all these months. With your support and input, the conference will continue its success story for a long time.

Wishing you to see you at the next one, the 5th International Conference on Social Sciences and Humanities, here in Skopje.

Sincerely yours,

Prof. Dr. Aleksandra Porjazoska Kujundziski

President of the Organizing Committee

TABLE OF CONTENT

CONFERENCE TOPICS.....	7
ORGANIZING COMMITTEE	12
SCIENTIFIC AND PROGRAM /COMMITTEE	14
ARTS	
“THE USE OF MODERN COLOR THEORIES IN ADVANCED ARCHITECTURAL INTERIOR DESIGN”	17
ASSOC. PROFESSOR PHD. SC VIKTORIJA MANGAROSKA	
BUSINESS	
INFLUENCED INFLUENCERS: THE EFFECT OF SOCIAL MEDIA MARKETING AND ONLINE PEER PRESSURE ON FAMILY PURCHASING DECISION	33
VERONIJA NOLCHESKA, PHD	
COMMUNICATIONS	
A CRITICAL DISCOURSE ANALYSIS OF THE METAPHORICAL CONSTRUAL OF THE WESTERN BALKANS.....	47
DR. LEDIA KAZAZI	
”THE ROLE OF SOFT POWER, IN THE ACCESSION PROCESS OF THE EUROPEAN UNION, THE CASE OF NORTH MACEDONIA”	53
HAVA MUSTAFA	
JOURNALISM IN THE DIGITAL AGE – TIME FOR NEW SKILLS	62
VIKTORIJA KAFEDZISKA	
THE USE OF THE TERMS FAKE NEWS AND DISINFORMATION IN THE PUBLIC DISCOURSE IN NORTH MACEDONIA	67
SEAD DZIGAL	
DIGITAL TRANSFORMATIONS	
REINVENTION OF NEW BANKING BUSINESS MODELS IN REPUBLIC OF NORTH MACEDONIA	72
ANDRIJANA BOJADJIEVSKA – DANEVSKA	
ECONOMICS	

GENERAL EVALUATION OF SOYBEAN FARMING IN RECENT PERIOD OF TURKEY	78
MUSTAFA HAKKI AYDOĞDU, ZELIHA ŞAHİN	
EDUCATION	
‘GRUPLA DİL ÖĞRETİM YÖNTEMİ’ İLE YABANCI DİLDE KISA ÖYKÜ TÜRÜNÜN ÖĞRETİLMESİ	87
PROF. DR. MUNİSE AKSÖZ	
LANGUAGE TEACHERS AND ONLINE TEACHING: EXPERIENCES, PRACTICES AND FUTURE IMPLICATIONS	94
ASST. PROF. DR. EMIN IDRIZI	
COMPARATIVE EVALUATION OF ONLINE AND IN-CLASS STUDENTS’ PRESENTATIONS DURING COVID -19 PANDEMIC IN NORTH MACEDONIA	100
PROF. DR. BRIKENA XHAFERI, DOC. DR. JETA HAMZAI	
“THE USE OF STRATEGIES BY EFL STUDENTS IN ONLINE CLASSROOMS- RESEARCH CONDUCTED IN HIGH SCHOOL SAMI FRASHËRI-KUMANOVË”	106
ADELINA RAMADANI	
ATTITUDES TOWARDS STUDENT-GENERATED TEST QUESTIONS IN EFL CONTEXT. CASE OF IBN KHALDOUN UNIVERSITY OF TIARET. ALGERIA	115
DR. LAHMER MOKHTARIA	
HALK OYUNLARI OYNAYAN ÜNİVERSİTE ÖĞRENCİLERİNİN SÜREKLİ KAYGI DÜZEYLERİ İLE SOSYAL BÜTÜNLEŞME DÜZEYLERİ ARASINDAKİ İLİŞKİNİN	119
HULUSİ ALP	
CRUCIAL IMPORTANCE OF REGULAR PHYSICAL ACTIVITY IN TIMES OF A PANDEMIC.....	132
SASO DANEVSKI, ALEKSANDAR PETROVSKI	
INTEGRATING ESP AND EAP IN EFL COURSES IN TERTIARY EDUCATION	136
MARIJA STEVKOVSKA	

YABANCILARA TÜRKÇE VEYA TÜRKLERE YABANCI DİL ÖĞRETİMİ BAĞLAMINDA KARŞILAŞTIRMALI DİLBİLGİSİ VE SÖZLÜK KULLANIMI*	142
PROF. DR. TAHİR BALCI	
THE IMPACT OF COVID-19 IN STUDENT’S PERFORMANCE: A STATISTICAL ANALYSIS	149
INA SHEHU	
USING GUIDED DISCOVERY FOR STRUCTURES.....	153
ANA KECHAN, MARIJANA KLEMENCHICH	
CULTURE AS THE FIFTH LANGUAGE SKILL	157
FLORA AMITI	
THE STORY-BASED AND THE EDUCATIONAL TECHNOLOGY FRAMEWORKS WITHIN A SYLLABUS	165
NIKOLAOS PAPADOPOULOS	
HIGH SCHOOLS STUDENTS’ VIEWS ABOUT THE TEACHING PROFESSION.....	171
SONJA PETROVSKA, DESPINA SIVEVSKA, JADRANKA RUNCEVA	
OUTDOOR ACTIVITIES AND THEIR IMPORTANCE FOR PROPER DEVELOPMENT OF CHILDREN - SPECIAL REVIEW OF THE PANDEMIC SITUATION	178
DESPINA SIVEVSKA	
BETTER TO WEAR OUT THAN TO RUST OUT: OPPORTUNITIES AND CHALLENGES FOR TEACHERS’ SELF-DEVELOPMENT AND RESPONSIVENESS DURING COVID-19	184
NAIMA SAHLI, PHD	
BLOOM’S TAXONOMY AND THE INTEGRATED SKILLS APPROACH- ANALYZING MODERN LITERATURE	188
IGBALLE MIFTARI-FETISHI, PHD	
SETTING UP VIRTUAL EXCHANGE FOR PRE-SERVICE TEACHERS: A COLLABORATIVE PROJECT BETWEEN A MACEDONIAN AND A US UNIVERSITY.....	197
ELENA ONČEVSKA AGER (PHD)	
HISTORY	

AMERİKAN TARİHİNDE KIZIL DERİLİ KÜLTÜ VE SEMİNOLE KIZIL
DERİLİLERİNE UYGULANAN SOYKIRIM (1817-1858).....203

DOÇ. DR. HAYDAR ÇORUH

THE ACTIVITY OF ISMAIL HAKI BURSEVI IN MACEDONIA (1675-1685)
.....218

ARMEN ZHARNOSKI

THE PLAGUE AND ITS EFFECTS ON THE MAMLUK ECONOMY AND
SOCIETY.....222

ABDULLAH MESUT AĞIR

THE MUSEUM UNDER OPEN AIR.....227

NİLUFER AGHAYEVA

INTERNATIONAL RELATIONS

CHANGING WORLD ORDER DURING INTERREGNUM.....231

IVAN IVANOV

SUBSTANTIVE ANALYSIS OF THE PRESPA AGREEMENT AND THE
IMPACT ON MACEDONIA AND GREECE.....239

DOC.DR.SENADA LAÇKA

MIGRATION CHALLENGES FOR SECURITY OF THE REPUBLIC OF
NORTH MACEDONIA AND WAY OUT.....246

ALEKSANDAR PETROVSKI, TONI STOJANOVSKI, SASO DANEVSKI

THE SECOND KARABAKH WAR IN THE GLOBAL AXIS.....255

DR. ZARİFA NAZİRLİ

LEGAL STUDİES

LEGAL AND ETHICAL ISSUES OF SCIENTIFIC RESEARCH IN THE
REPUBLIC OF NORTH MACEDONIA.....260

M-R BETİM AMETİ

THE ROLE OF JUDGES, LAWYERS AND CITIZENS IN THE SUCCESS OF
THE MEDIATION PROCEDURE IN THE REPUBLIC OF NORTH
MACEDONIA.....264

FJOLLA KAPROLI ISMAILI

RECOGNITION OF HUMAN RIGHTS AND EQUALITY OF NATIONS IN
INTERNATIONAL LAW.....271

LARISA VASİLESKA. PHD

MEDIATOR`S STATUS IN THE REPUBLIC OF NORTH MACEDONIA.....280

ELIZABETA SPIROSKA

**CURRENT AND EXPECTED EFFECTS OF COVID-19 PANDEMIC ON
TURKISH COMMERCIAL LAW285**

ASSOC. PROF. DR. MUSTAFA YASAN

MANAGEMENT

**ANALYSIS OF BENEFITS AND RECOGNITION PROGRAMS AWARDS
ACCEPTANCE BY THE FOOD INDUSTRY ORGANIZATIONS IN NORTH
MACEDONIA292**

BUJAMIN BELA

**ADDRESSING INSTITUTIONAL LEADERSHIP IN CRISIS CONTEXT: A
SYSTEMATIC LITERATURE REVIEW303**

OKTAY KOÇ, SEZEN ÖZEK

PHILOLOGY

**YABANCI DİL OLARAK TÜRKÇE ÖĞRETİMİNDE ARABULUCULUK
KAVRAMININ YERİ VE ÖNEMİ308**

SERDAR BAŞUTKU, NİLGÜN ÇELİK

**IRIS MURDOCH`S *THE BLACK PRINCE* AS A REPRESENTATION OF OUR
CURRENT CONDITION.....317**

VICTORIA BİLGE YILMAZ

**YABANCI DİL OLARAK TÜRKÇE ÖĞRETİMİNDE NOKTALAMA
İŞARETLERİ VE YAZIM KURALLARI ÖĞRETİMİNE İLİŞKİN ÖĞRETİCİ
GÖRÜŞLERİ322**

DR. ÖĞRETİM ÜYESİ KÜBRA ŞENGÜL AND BEYZANUR DURMUŞ ÖZ

**SUBSTITUTION OF THE NOUN PHRASE IN THE MACEDONIAN
LANGUAGE COMPARED TO THE ENGLISH LANGUAGE332**

BLAGOJKA ZDRAVKOVSKA-ADAMOVA

**KÜLTÜR AKTARIMI YOLUYLA TÜRKÇENİN YABANCI DİL OLARAK
ÖĞRETİMİNDE EDEBİ METİNLER VE SÖZLÜ KÜLTÜR UNSURLARININ
KULLANIMI337**

NABİ YAVUZ ŞENTURAN

**ISSUES OF INTERCULTURAL COMMUNICATION IN ENGLISH
LANGUAGE TEACHING347**

NATKA JANKOVA ALAGJOZOVSKA

THE L-VERB FORM IN THE MACEDONIAN LANGUAGE356

ALEKSANDRA P. TANESKA

ORTAK TÜRK DİLİ MESELESİNDE İSMAİL GASPIRALI ÖRNEĞİ361

NURCAN YILDIZ

MORPHOSYNTAX OF THE TURKISH /+CASİNA/ SUFFIX /+CASİNA/
EKİNİN MORFOSENTAKSI367

OKTAY AHMED

PICTURES VS. DICTIONARY IN SECOND LANGUAGE ACQUISITION ...374

SHEJLA TAHIRI, MSC

ALMANYA VE TÜRKİYE'DE DİL DERNEKLERİ.....380

PROF. DR. TAHİR BALCI

POLITICAL SCIENCES

A CRITICAL OVERVIEW OF THE CONNEECTION BETWEEN ELDERLY
PEOPLE'S QUALITY OF LIFE AND THE USAGE OF TECHNOLOGY392

MOTORGA MONICA ELIZA

ETHICS AND POLITICS IN THE REPUBLIC OF NORTH MACEDONIA398

DENİZ MEMEDİ, DRİTA MEMETİ

LEGITIMACY STRATEGIES FOR SOCIAL MOVEMENTS: AN ANALYSIS
OF AL-HARRAH CASE.....403

ABDULLAH KIRAY, OKTAY KOC

HOW TO MAINTAIN RELIGIO-INSTITUTIONS: THE CASE OF ALMS-TAX
IN THE EARLY ISLAMIC STATE407

OKTAY KOC, ABDULLAH KIRAY

PSYCHOLOGY

SATISFACTION WITH DEMOCRACY AND SUBJECTIVE HEALTH IN
ALBANIA.....412

DR. MERİTA H. MEÇE

SPORT SCIENCES

EXPLORİNG THE ATTİTUDES OF THE STUDENTS MAJORİNG İN SPORTS
SCIENCES TOWARDS THE TYPES OF DİSTANCE EDUCATION
ENVİRONMENTS DURING THE PANDEMİC.....422

SEVİNÇ NAMLI, DENİZ BEDİR, BÜŞRA KARABACAK

Conference Topics

We make a concerted effort to provide participants with opportunities to interact and seek new directions in the broad area of topics, but are not limited to:

Economics, Business, Management, Political Sciences, International Relations and Sociology, Legal Studies, Education, Philology, Psychology, Digital transformation and Communications, Arts, History and Sport Sciences.

Economics, Business, Management

- Challenges of the Changing Management, Economics and Business
- Change Management, Customer Relationship Management, Knowledge Management, Managing Conflicts, Managing the Organizational Structure of the Organizations
- Economic growth vs. stabilization-challenges of the changing world
- The Challenges of the Financial markets and institution in the changing world
- Public Investment Policies and Effectiveness
- New trends in Entrepreneurship and Innovations
- Sustainable economic growth
- Financial Inclusion
- Digital Finance
- Economic Participation by Women
- Human Capital Development
- The new role of Marketing in the changing World
- Creative Online Marketing
- Innovative Market Access

Political Sciences, International Relations and Sociology

- Changes of Marriage and Family in Globalized World
- Clientelism and Transformation of Party System
- Comparison between Parents and State Role in Education Process
- Decrement of Welfare State and Transformation of Middle Class
- Democracy and Democratization
- Democracy vs. Theocracy
- Differences between Religion and Spiritualists
- Electronic Voting and Electoral Behaviour
- Environmental Issues
- European Union and Its Internal Challenges via Enlargement
- Feminism and Violence against Women
- Governmental Systems and Practices

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

- Human Rights and International Law
- International Affairs and World Politics
- International Organizations and Their Role towards Complex Interdependency
- Leadership in Post Covid-19 Recovery
- Limits of Free Speech in Civil Society
- Local Governments and Their Role in Time of Pandemics
- Mass Media and Communication
- Middle East, Caucasus and the Balkans
- Migrants and Refugees
- Nations and Nationalism
- Neo-liberalism and Identity Politics
- Neo-liberalism and Welfare
- Political Economy
- Political Movements
- Political Parties and Interest Groups
- Politics and Ethics
- Populism
- Position of Women in Contemporary Family
- Postmodernity and Lifestyle Politics
- Public Administration and Public Policies
- Regional Conflicts in context of Globalization
- Regional Studies
- Relations between Art and Hyperreality: Does Art Imitate Life or Does Life Imitate Art?
- Relations between Classical and New Social Movements
- Relations between Media Content and Collective Attitude and Behaviours
- Relations between Religions and Nations
- Relations between Rise of Social Inequalities and Populism
- Role of Addictions in Post-modern Society
- Role of Ethical Values in Educational Process
- Role of Global Warming Movement in Contemporary Politics
- Role of Local Self-Government in Gentrification of Slums
- Role of Religion and Religious Leaders in Democratic Societies
- Role of Tradition in Cultural Identity
- Role of Urban Policy in Enhancement of Energetic Efficiency
- Security Studies
- Social Consequences of Divorce in Contemporary Society
- Social Status of Teachers and Quality of Education
- Social Treatment of Elderly
- Sovereignty - The New Role of the State (Challenges of democracy), (Post-democracy)
- The Changing World Order - Emerging Multipolarity and Its Consequences
- The Ethics of Artificial Intelligence

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

- The Future of Globalization- Progressive Universalism or Digital Colonialism
- The Social Effects and Political Impact of the COVID-19 Pandemic on International Relations

Legal Studies

- Democracy, forms of democratic participation in government and governance
- Strengthening the rule of law and accountability of institutions
- Forms of protection of freedoms and rights - experiences and perspectives
- Protection of workers' rights and work from home
- Raising inequality during global pandemic
- Exercising rights in socially vulnerable cases in the midst of a Corona virus pandemic
- The impact of the Covid-19 Pandemic on the Legislation in Force
- Legal Issues in Higher Education
- The Challenges of the Justice System in the Midst of the Pandemic
- Efficiency of the court administrative service during a pandemic with work from home

Education, Philology

- Educational Foundations
- Curriculum and Pedagogy
- Educational technologies
- Education practice: trends and issues
- Evaluation and Quality in Education
- Online learning
- Impact of Covid-19 on Education
- Future skills education
- School counselling and Guidance
- Linguistics
- English Literature
- Turkish Literature
- Language teaching methodology
- Second language acquisition
- Technology-Enhanced language classroom
- Flipped classroom
- Learner Autonomy
- Motivation in language education
- Language Assessment

Psychology

- Psychology through life Span – Nature of Development
- Social Psychology - challenges in time of pandemic
- Psychotherapy on line – challenges and possibilities

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

- Clinical Psychology
- Research in Psychology
- Risks/ Consequences of COVID 19 outbreak on mental health
- Challenges and Professional Perspectives for mental health workers in time of pandemic
- Psychological impact of on line studying/working on mental health.
- Psychosomatic field perspective
- Education in psychotherapy during a pandemic
- Quality of life and mental health

Digital transformation and Communications

- Digital transformation and the media
- Strategic Communications in the 21st Century: Public Relations
- Strategic Communications in the 21st Century: Advertising
- Social and Political Impacts of Promotional Culture
- Crisis management communication - Media and the Balkan migrant crisis
- Journalism and the New Media: Media in the 21st Century
- Workshop on Big Data and the Social Media
- Big Data - Critiques and Alternative
- The Impact of AI and Algorithms on communication today
- Communicating with Machines: the Rising Power of Digital Interlocutors in communication
- The Politics and Economics of the New Media Industries
- Digital transformation in Media and Democracy
- The Rise of Disinformation in the Age of the Digital Media

Arts and History

- Aesthetics and Semantics
- Artworks, Performances, and Installations
- Communication Design
- Configuration Design
- Cultural heritage
- Digital Art
- Digital Design
- Edutainment
- Engineering Design
- Environmental Graphic Design
- Experiential Graphic Design
- Fashion Design
- Game Design
- Graphic Design
- History of Art
- History of Graphic Design

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

- Human Issues/Impacts
- Human-Computer Interaction Studies and Applications
- Imaginary and Creative Concepts and Applications
- Industrial Design
- Information Architecture
- Information Visualization in Art and Design Issues
- Instructional Design
- Interaction Design
- Interior Design
- Net Art
- Process Design
- Product Design
- Service Design
- Teaching art and Design
- Virtual Architecture and Heritage
- Visual Languages

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ARTS

“THE USE OF MODERN COLOR THEORIES IN ADVANCED ARCHITECTURAL INTERIOR DESIGN”

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Abstract

Architectural interior design of contemporary buildings is one of the most interesting part of architectural design. Designing of contemporary building focuses on specific analysis of the building form, layout, functionality, landscape design, environmental performance and sustainability.

Architects have a responsibility to the future generations to enrich and design the contemporary residential buildings, to understand the significance of a place and respond to it. Contemporary residential buildings should create a response to their cultural, social, historical, political, economic and physical environments.

Scientific research is showing that there is a meaning of the color in interior design, as an effect that color has in people and users in architecture that can be manifested with physiologically and emotional in architectural interior space. Colors need to be combined and mixed in order to create results that will create a harmony in interior design. In this research, analyzed will be palette standard theory, analogue color scheme, one color scheme, scheme with additional colors, Mansel Color Theory, metamerism, as well as analysis of the color for buildings with different functions. Specific attention in this research will be given to analysis of sustainable green interior design, that often uses the concept of combining natural environment with the interior design organization.

The expected outcome results in this scientific paper is to identify the contemporary design approaches in interior architectural design with specific emphasis of

modern color theories that contribute to the aesthetics and architectural concept of the buildings and create application at the international education processes.

Keywords: interior design, architecture, color theories, sustainable design

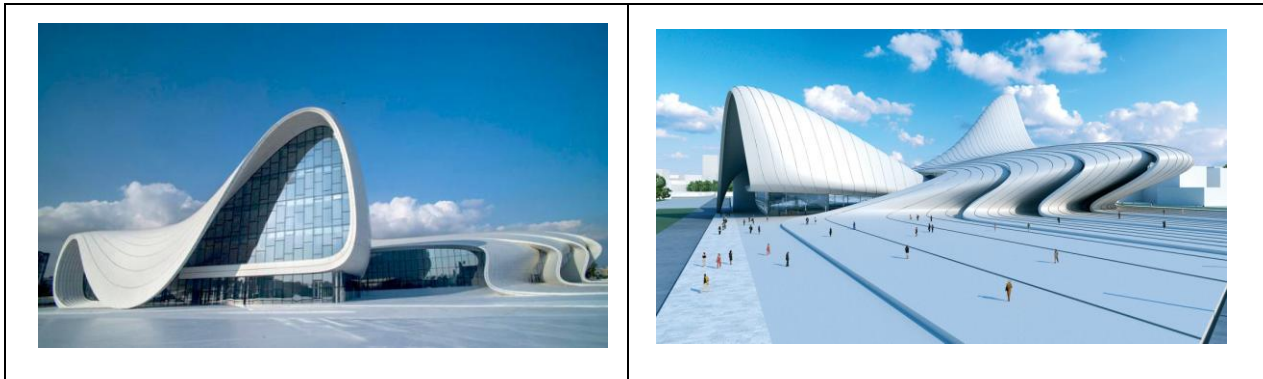
1 Introduction and Characteristics of the Concept of Modern Contemporary Architecture

Contemporary architecture is the architecture of the 21st century. Contemporary architects are working in different styles, from postmodernism and high-tech architecture with the use of very advanced technology and modern building materials and the use of new techniques of computer-aided design.

Any building project is an assemblage of theoretical, practical, ecological, economic, social, and cultural parameters that define the design and performance of architecture. Designing of contemporary building focuses on specific analysis of the building form, layout, functionality, landscape design, environmental performance and sustainability.

The real complexity of architecture is integration of parameters typified by architects integrating and practicing this complexity.

Building design and building performance is in fundamental engagement with these multiple and complex contexts that influence contemporary architecture.



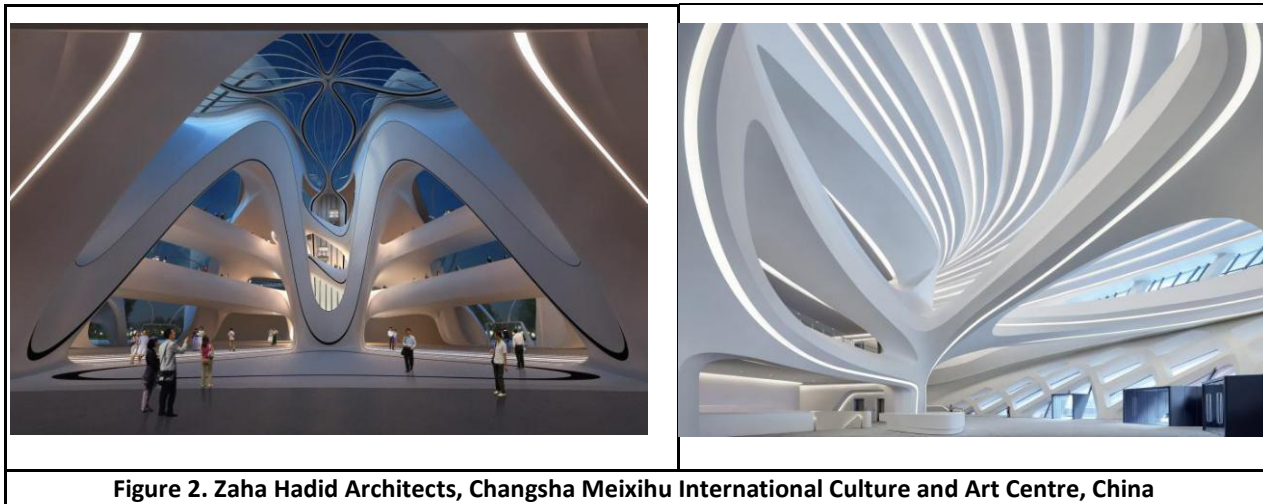
2 Introduction of Modern Contemporary Interior Design

Complexity and Composition in Contemporary Architecture incorporate the following parameters: architecture, interior design, energy, site, climate, formal, construction, programmatic, regulatory,

economic, and social aspects of a project as primary parameters for design.

This type of design is increasing complexity of building production, building technologies and envelopes, energy efficient techniques and technologies, effectiveness of sustainability, software, fabrication and construction delivery methods, economic and ecological factors.





3 Modern Interior Design and Modern Color Theories in Architectural Design

Modern Interior Design and Modern Color Theories in Architectural Design observes the color theory palette diagram and defines the composition of interrelated elements in interior design: including space, form, structure, light, texture and color

Effective color design is responsive and appropriate to the design goals:

1. Setting the functional, emotional tone of the ambiance of space
2. Focusing on diverting attention
3. Modulating space to feel larger or smaller
4. Breaking up and defining space
5. Uniforming the space together

Colors need to be combined and mixed in order to create results that will create a harmony in interior design.

Important factors that define color are: light, dark and intensity of colors.

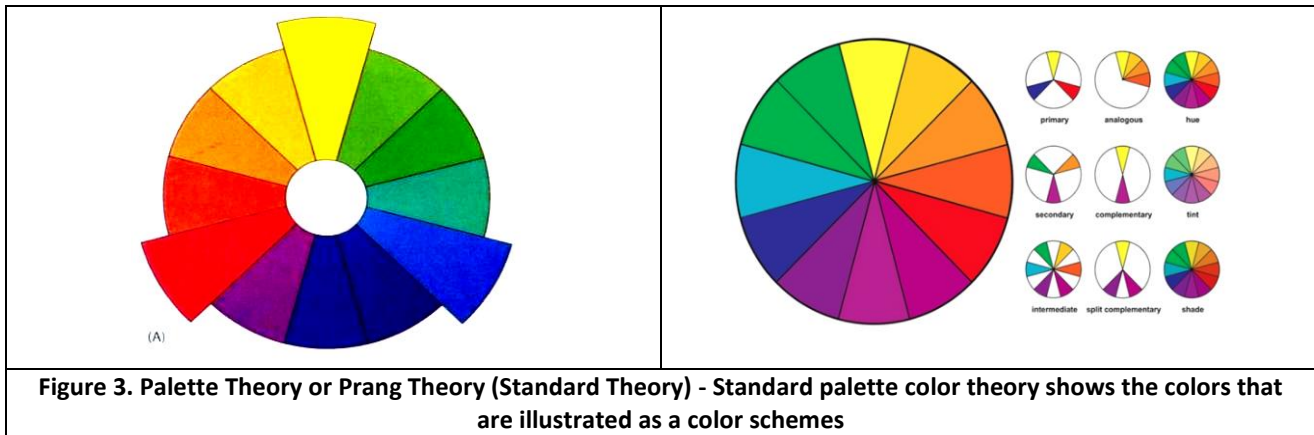
Scientific research is showing that there is a meaning of the color in interior design, as an effect that color has in people and users in architecture that can be manifested with physiologically and emotional in architectural interior space

Palette Theory (Standard Theory) is defined by the color wheel with basic primary colors: yellow, red and blue

Secondary Colors: defined as a mixture between the basic colors and their mixture

Tertial Colors: defined by mixture of primary and secondary colors

The cultural and sociological representation of colors with blue color undertone are considered cold colors: green, blue-green, blue- purple or purple, and colors with red color undertone are considered warm colors, red-orange, orange, yellow.



	SATURATED	UNSATURATED
YELLOW	INTELECT	RELAXATION
RED	SENSUALITY	FRIENDLINESS, WARMTH
GREEN	VERBAL, CRITICAL ANALYSIS	CONFIDENCE
BLUE	IDEALISM	INTROVERSION

Figure 4. Symbolism of Sociological and Psychological Effects of Color in Advanced Interior Design



3.1 Monochromatic Color Scheme Theory

Monochromatic color scheme consists of different values (tints and shades) of one single color found on the color wheel.

Monochromatic Scheme Theory is defined by one color. In interior design successful one-color scheme can be created by:

1. Light, middle-light and dark color tonality
2. Diversity of the light in color design

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- 3. Tonalties that can have addition in neutralizing and color change
- 4. Equally disposition of color and exposure of color



Figure 6. Monochromatic color scheme in Advanced Interior Design



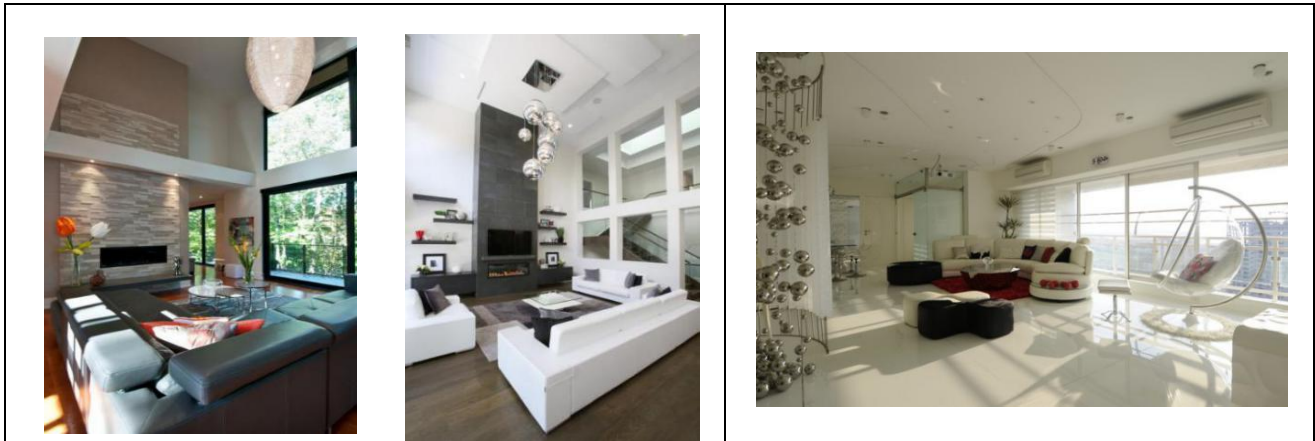


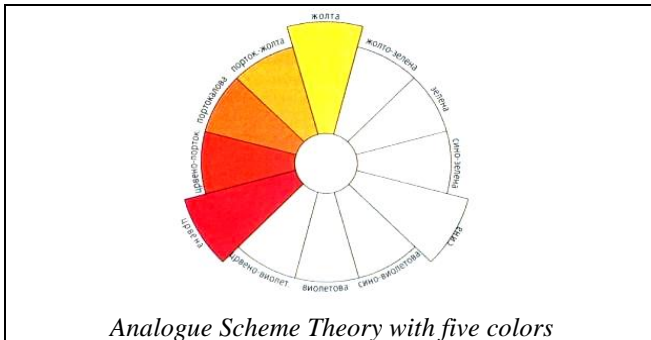
Figure 7. Monochromatic color scheme, black-white color scheme in Advanced Interior Design

3.2 Analogue Color Scheme Theory

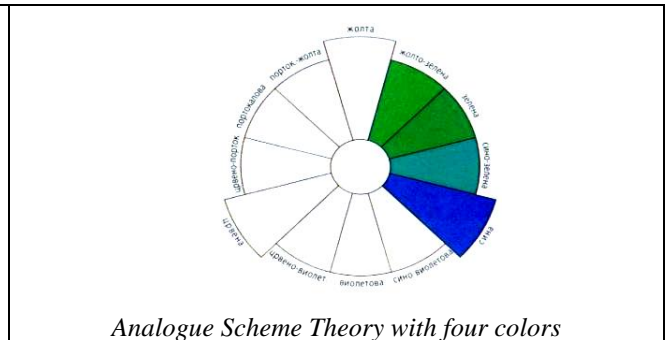
Is defined by colors that are similar and correlated between each other in the color wheel.

Analogue Color Scheme Equalization can be created by three to six colors, where one is dominant, and the other is secondary color by importance, and the third color is used for emphasis details in interior design.

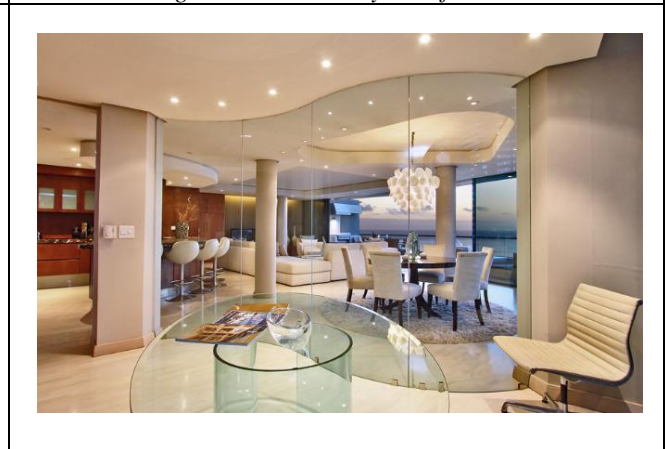
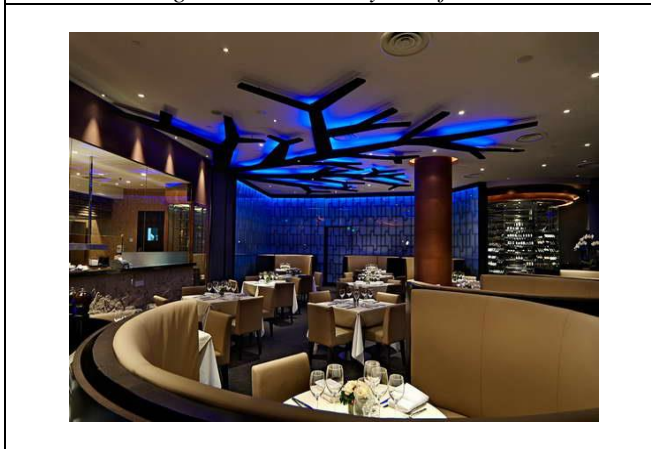
Successful emphasis of color in interior design is created by diversity of the light, darkness, intensity and clearness in color, and balance in the usage of different colors.



Analogue Scheme Theory with five colors



Analogue Scheme Theory with four colors



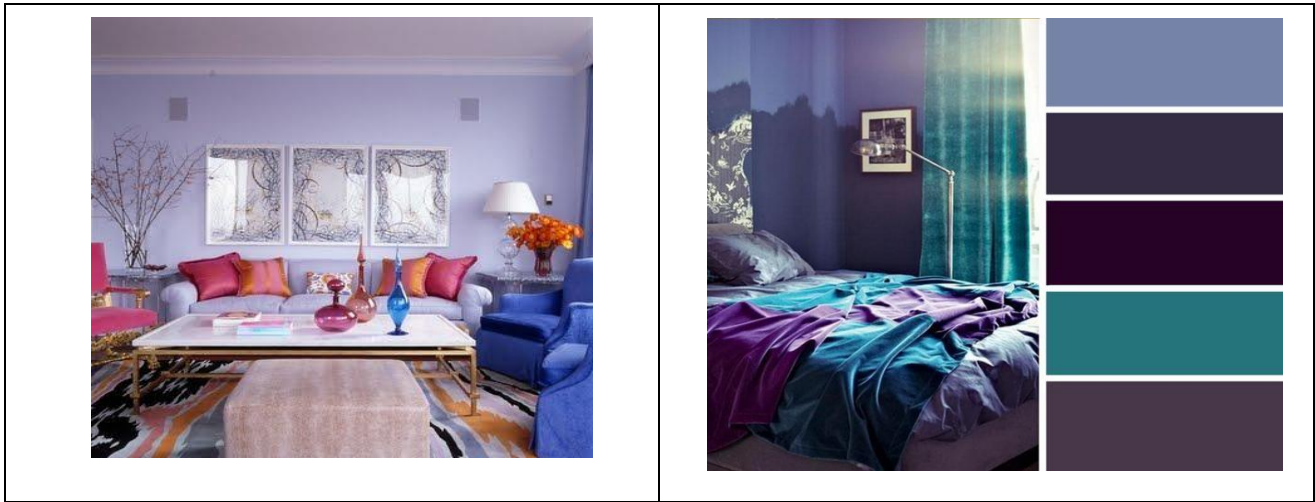


Figure 8. Analogue Color Scheme in Advanced Interior Design

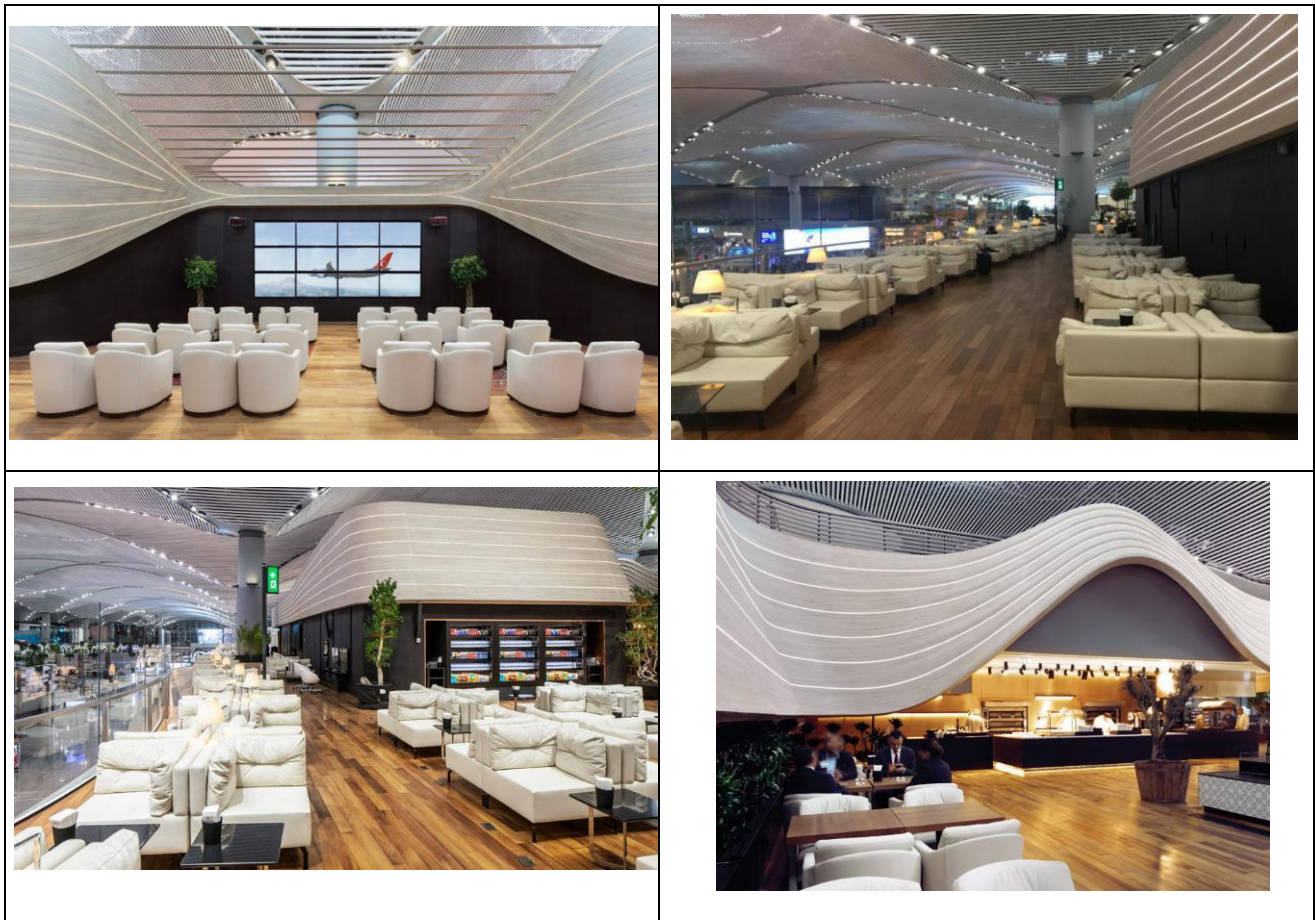


Figure 9. Referent Example of Advanced Modern Architectural Parametric Interior Design, Turkish Airlines Lounge, Avcı Architects. Istanbul Airport, Turkey

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Scheme with additional colors, is defined by colors that are positioned one in contrary of the other color in the color wheel, red and green, yellow and purple, blue and orange. This scheme is defined by combination of tertial colors, red-orange, blue-green.

Scheme with additional colors created by one basic color and two contrary colors that are indirectly complementary: yellow in combination with purple-red and purple-blue (red in combination with yellow-green and blue-green)

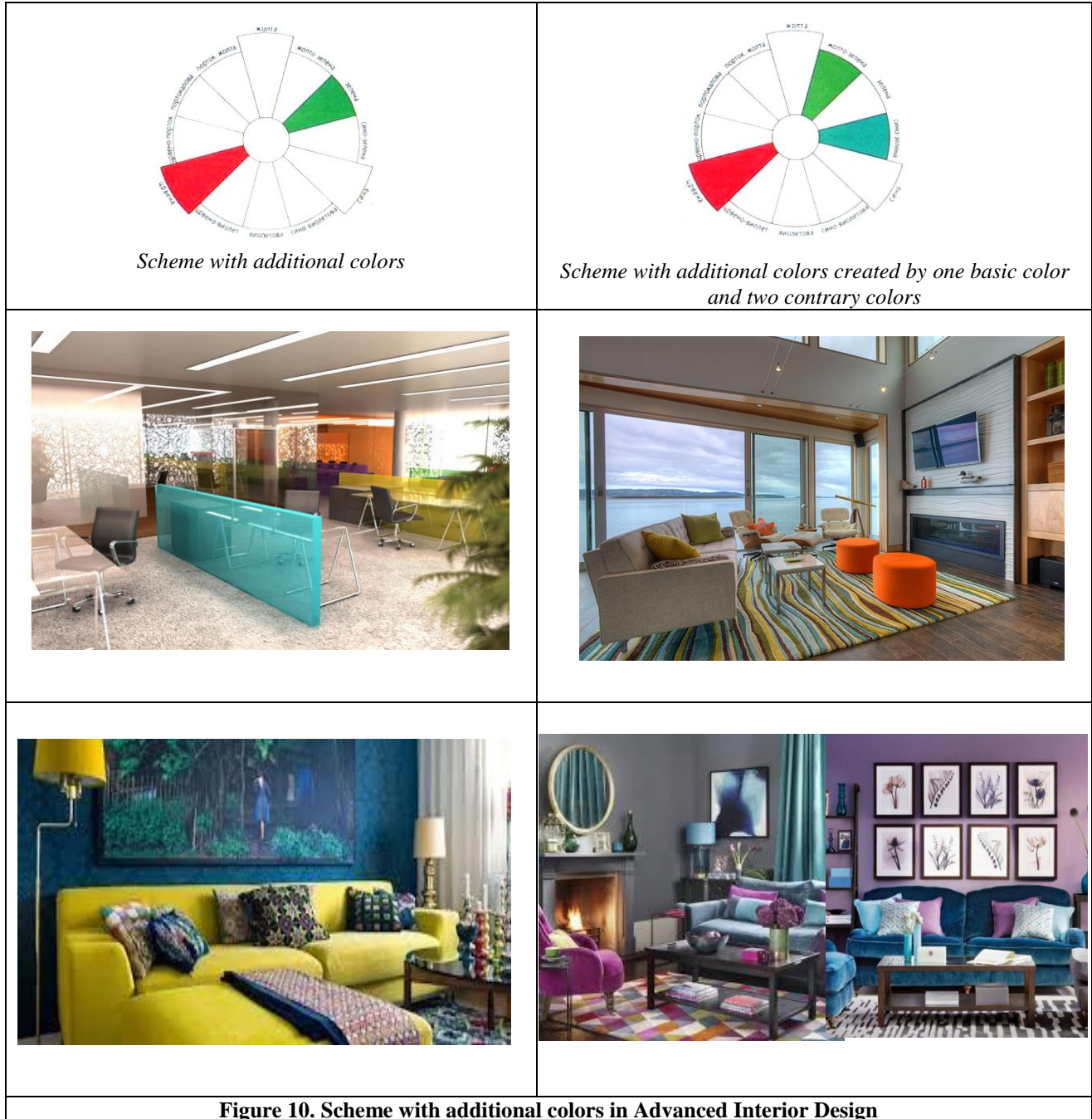


Figure 10. Scheme with additional colors in Advanced Interior Design

Munsell Color Theory is the main Color Theory used in interior design, a research study that describes the System of numbering of colors. Munsell Color Theory is a precise system that is defined by formulas that recognize different kind of colors.

Munsell has created a formula of different color palettes that he presented in a form of three-dimensional globe with color variations. The system is defined by numbers and attributes that define the specific intensity of the color.

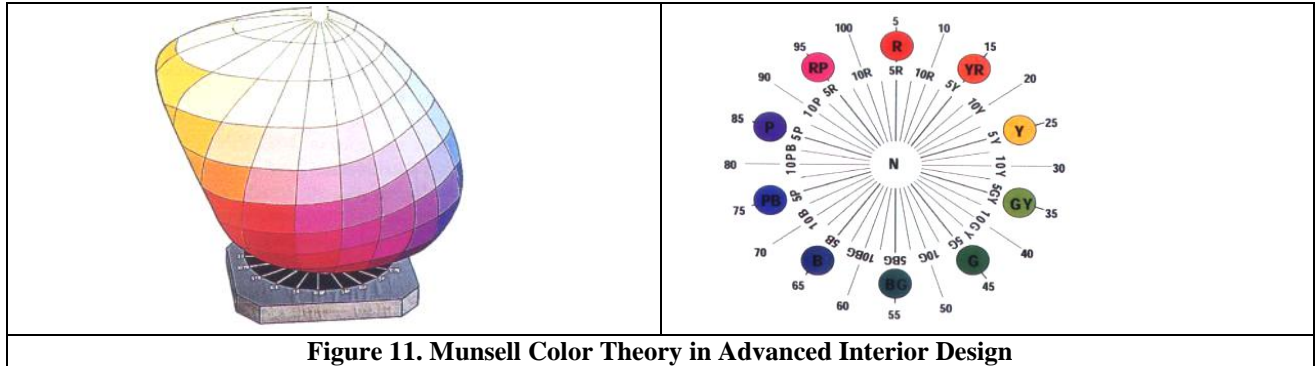


Figure 11. Munsell Color Theory in Advanced Interior Design

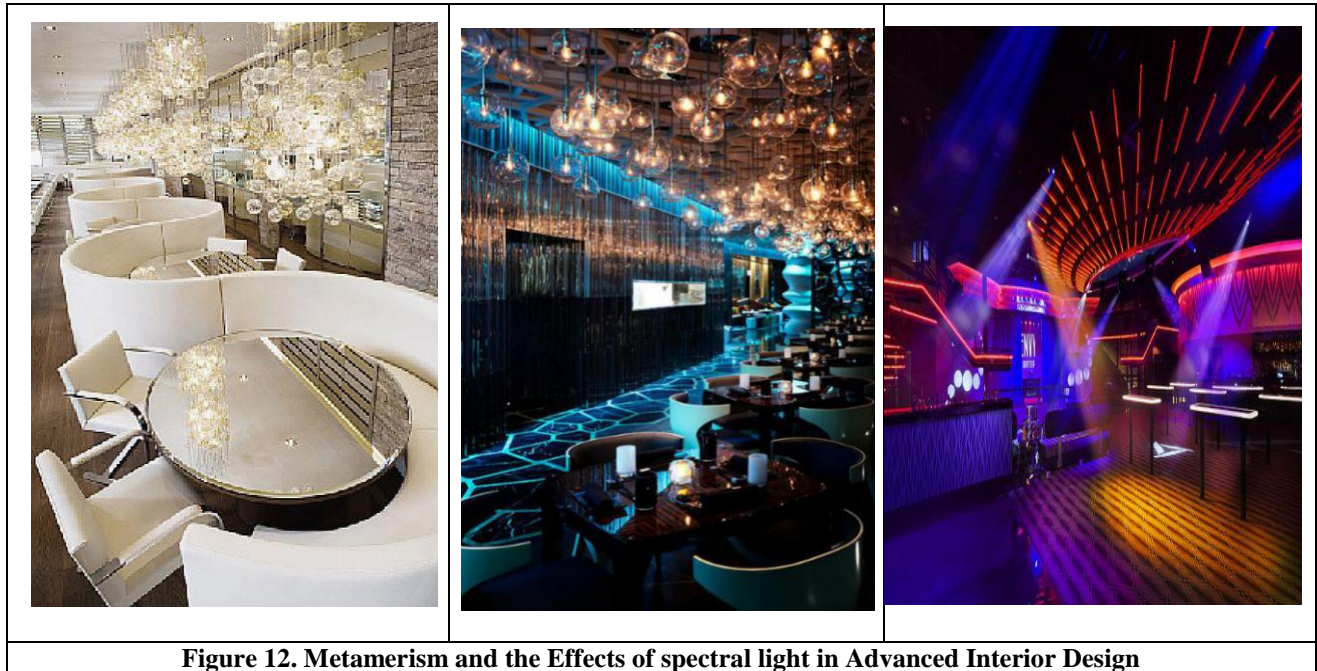
4 Metamerism, Factors That Affect How Color is Presented According to Spectral Light, Artificial Light and Color Pigment

Many factors affect the way people we see color in interior space. Color in interior design is defined by two factors: spectral colored light and pigment or color.

They are combined with the light and the autonomy of the eye, which makes the color noticeable in interior design.

Metamerism is a condition where colors are visibly changed in a different source of light. The right color can be evaluated and defined on a full spectrum of light.

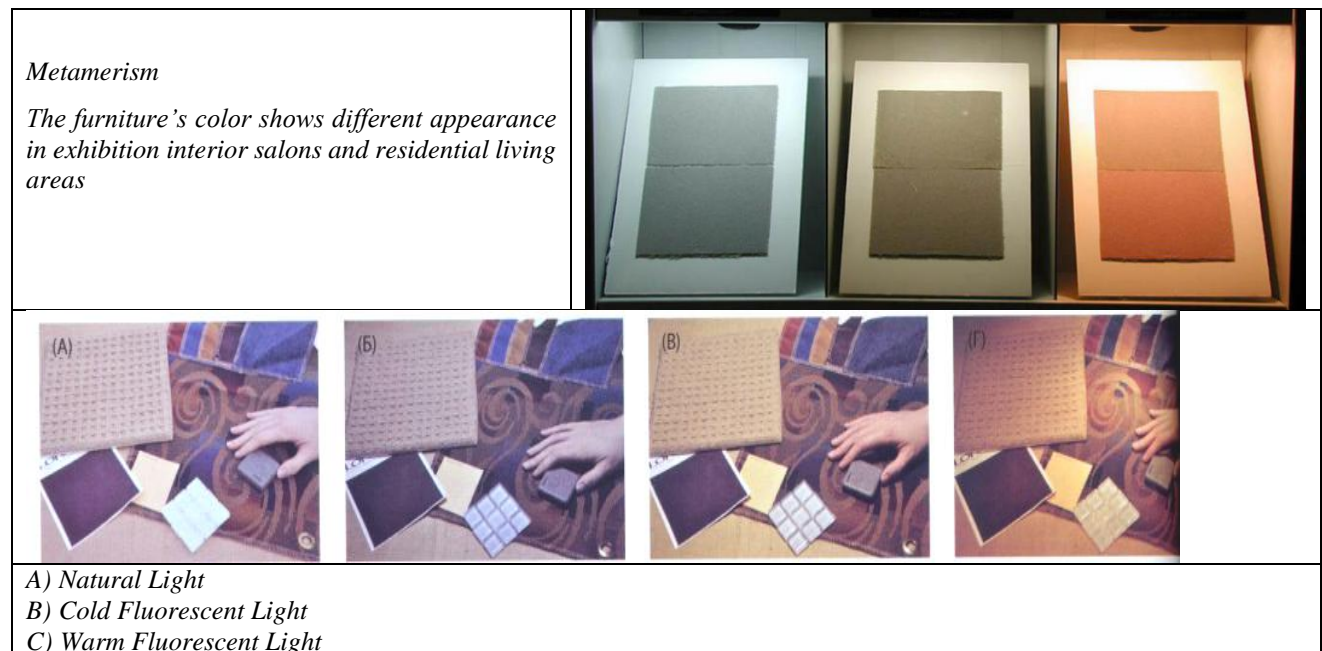




The concept of Metamerism in Interior Design represents that different sources of artificial light have warm and cold undertones, and the disposition of energy varies according to the source of artificial light in interior design:

1. When the artificial light is warm with more yellow warm spectrum colors, the object in interior space will have yellow warm appearance of the original color,

2. When the artificial light is cold with more blue spectrum colors, the object in interior space will have blue cold appearance of the original color.



D) *Electric light with electric pulps*



Figure 13. Metamerism Effect and different appearance of color of furniture in exhibition selling salons

5 Modern Architectural Education of Sustainable Interior Design Development, Department of Architecture, Faculty of Engineering, International Balkan University

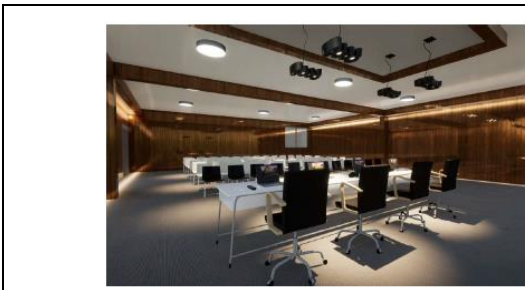
Architectural education for sustainable interior design development is currently very important theme for researching in context of architectural and urban environment.

The aim and scope of the presentation from architectural studios and projects developed from students of

Department of Architecture, Faculty of Engineering of International Balkan University.

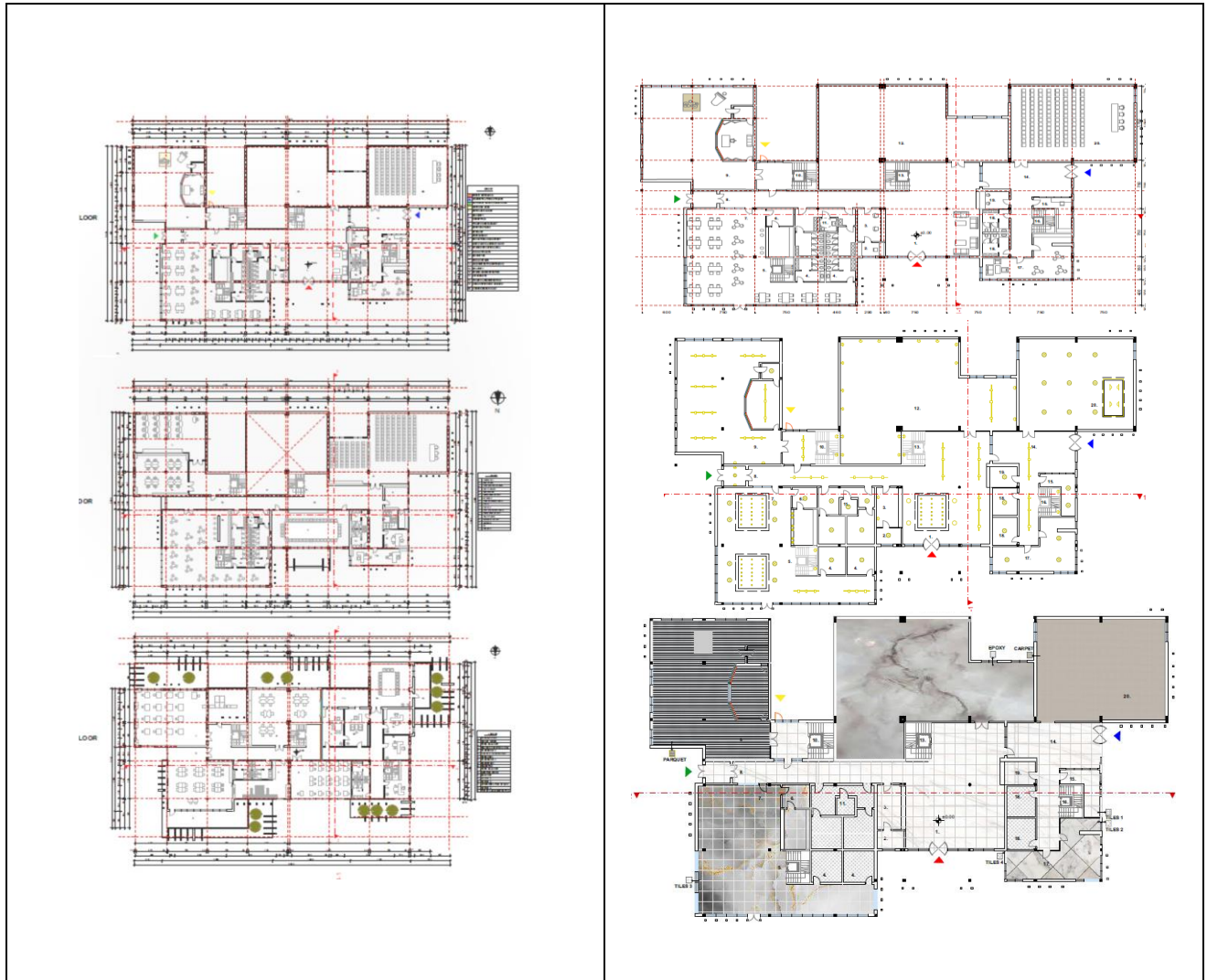
The title and the goal of the architectural project is: Cultural and Educational Center, advanced course Designing Interior Space at Master Studies, International Balkan University:

- To improve educational and cultural opportunities by promoting ecological content,
- Education for raising public awareness for nature conservation,
- Opportunity to get knowledge directly with biodiversity and natural resources with modern innovative approach,
- Improve human action towards natural environment,



POSTGRADUATE MASTER STUDIES
COURSE: DESIGNING INTERIOR SPACE
ARCHITECTURAL PROJECT OF EDUCATIONAL
AND CULTURAL CENTER
STUDENT: ARBESA SAITI
MENTOR: ASSOC. PROF. DR. VIKTORIJA
MANGAROSKA

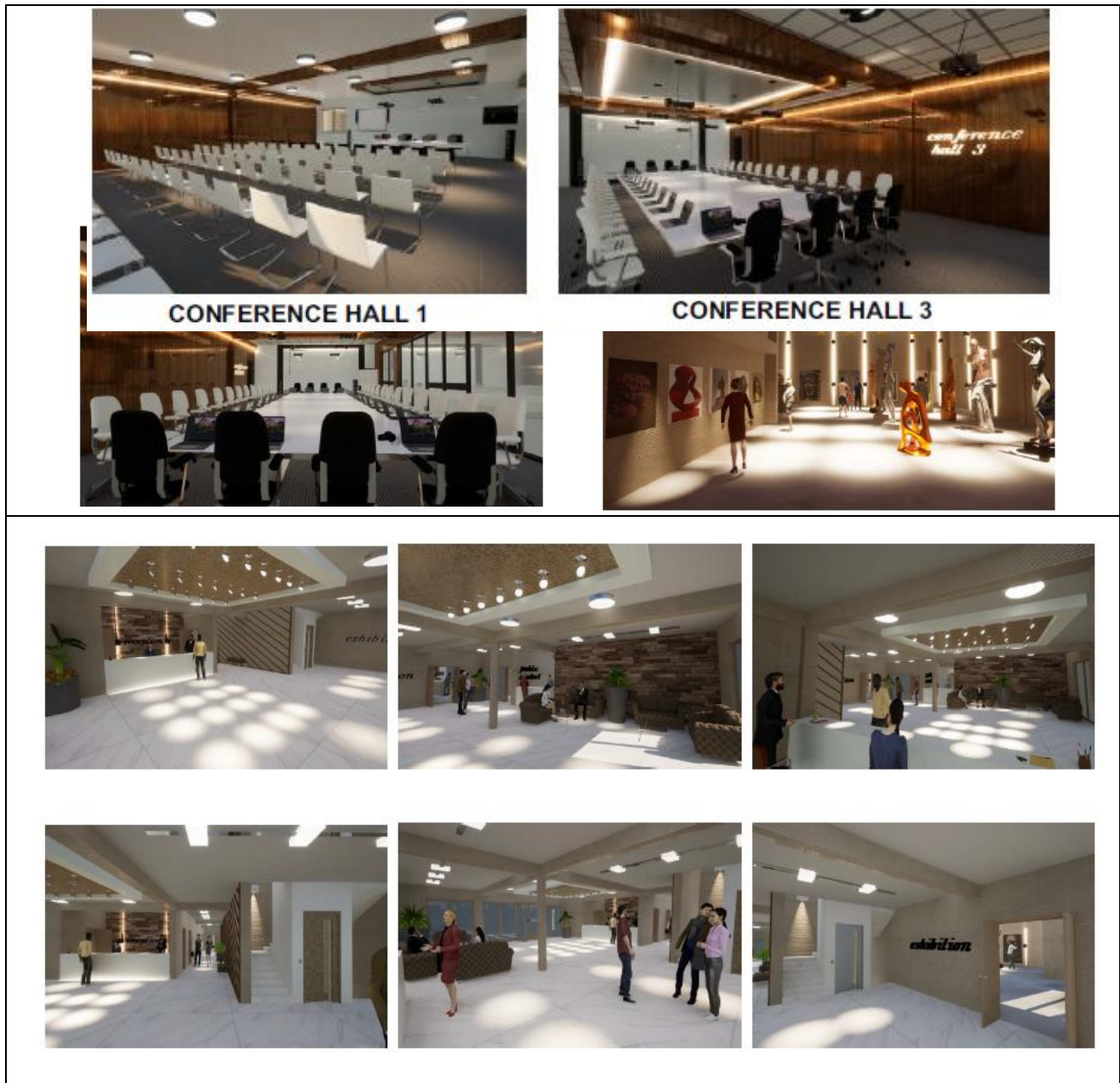
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6 Conclusion

The research study of modern interior design color theories, within the built environment of the design approaches in interior spaces contribute towards interior finishing materials and the surface treatment systems towards interior design from ecological and green design.

The research into sustainability shifts from a technological and innovation process requires contemporary sociocultural and economic transition in interior design. Interior architecture and interior advanced design should develop and implement modern color theories, ecological green and sustainable approaches as a great contribution the concept of sustainability.

The current trend for architectural engineers will focus on development of sustainable elements and technologies, 3D multimaterials and synthetic biology processes for different types of new biomaterials designed at micro and nano level to respond to the particular conditions.

Scientific research is showing that there is a meaning of the color in interior design, as an effect that color has in people and users in architecture that can be manifested with physiologically and emotional in architectural interior space. Colors need to be combined and mixed in order to create results that will create a harmony in interior design. In this research, analyzed will be palette standard theory, analogue color scheme, one color scheme, scheme with additional colors, Munsell Color Theory, metamerism, as well as analysis of the color for buildings with different functions. Specific attention in this research will be given to analysis of sustainable green interior design, that often uses the concept of combining natural environment with the interior design organization.

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Business

INFLUENCED INFLUENCERS: THE EFFECT OF SOCIAL MEDIA MARKETING AND ONLINE PEER PRESSURE ON FAMILY PURCHASING DECISION

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Abstract

Tween influence on family consumer choices and purchasing decisions has been growing constantly over the years and their role as initiators, influencers and decision makers is becoming more prominent. Research shows that social media content and online peer pressure lead to increased brand awareness and shape tween preferences, attitudes and behaviors, ultimately affecting the entire family purchasing decision-making process. Moreover, social media and virtual peer communities act as consumer socialization agents and platforms where tweens gain valuable information regarding trends, brands and consumption and advance their knowledge of the marketplace. Therefore, these young consumers form their preferences under the influence of the social environment and use various tactics to persuade their parents, influence the family purchasing decision-making and achieve the desired outcome. This research paper investigates the influence of peers and social media on tween cognitive, affective and behavioral components and measures the indirect effect of social media marketing and online peer pressure on family purchasing decision. Moreover, it identifies the product categories in relation to which the family purchasing decision is under the greatest indirect influence of social media and tween peers. The research strategy includes probability (multistage cluster) sampling and both qualitative and quantitative data collection and analysis. Quantitative data comprises survey answers obtained from 659 respondents, while qualitative data derives from 5 focus groups with a total number of 46 participants. The effect and the level of influence were measured on a 9-point scale and quantitative data was processed and analyzed in SPSS 20. Regression analysis was adopted to estimate the effect of social media and peer pressure on family purchasing decision. Finally, having regard to the obtained findings, the study provides instructions and recommendations for effective tween brand strategies and creative online marketing to the young consumers.

Keywords: social media; peer pressure; tween influencers; family purchasing decision; online marketing

1 Introduction

Recent studies reveal that tweens exert a substantial influence on family purchasing decision regarding all product categories, including expensive items, electronics and high-risk durable products like houses, apartments and cars (Suwandinata, 2011; Tomko, 2012; White, 2013; Dölarslan & Torlak, 2013; Ishaque & Tufail, 2014; Akter, 2017; Raju, 2018; Ali & Kerpčarova, 2019; National Retail Federation, 2019), so the interest of marketers and academic researchers in this phenomenon has increased significantly over the last twenty years. Data shows that American tweens, population of more than 20 million in USA, are a direct market worth over 200 million dollars annually, but at the same time they seriously affect the US economy as a secondary or influential market since over 335 billion dollars are spent every year as a result of their influence on parental buying decisions (Euromonitor International, 2019).

This tremendous increase in child-influenced sales volume around the world can be attributed to several socio-demographic factors: modifications in family size and structure, decrease in the number of children in the family, alteration in parent-child communication style, changes in the employment status of the mother and increased education level of the parents, changes in the socio-economic status and increase of family monthly income, the emergence of modern and more affluent families, liberalization of the parent-child relationship, earlier inclusion of the child in the household responsibilities and in-store purchasing, acceleration of the process of consumer socialization, fast technological development, children's exposure to internet and all types of media with easy access to any kind of

information, globalization and constantly growing and evolving consumerism and materialism.

What makes tween consumers more influential than other children, is the fact that they are in those stages of cognitive and social development when they are capable of understanding both the functional and the symbolic concepts of consumption, they possess enough market and product-related knowledge and skills and already have high brand awareness. Moreover, they are able to form their own attitudes and preferences, and know exactly how to persuade parents to buy their favorite brands and products. Additionally, tween's ability to take different roles and perspectives is developed enough to allow them to use a variety of influencing strategies and tactics in order to persuade parents and influence the entire family decision-making process. Other determinant of tween influence on family purchasing is the fact that they are in a constant and continuous interaction with their parents, spending most of the time with them and consuming most of the products and services together, as a family. At the same time, tweens are still financially dependent on their parents and usually their parents are the ones who make the actual in-store or online purchases for them.

From psychosocial perspective, the preadolescence, just like the adolescence, is one of the most delicate stages of child's development. During this phase, the child is faced with an identity crisis and feels an enhanced need to belong to and be accepted by the peer group. In these years, child's consumer behavior is characterized by materialism, conformism and fastidiousness, and tween's desires and preferences are under strong social influence coming from friends, peers and social media. The essential need of belongingness and acceptance, as well as the desire to fit in with the social group, follow current trends, be "in" and "cool", and establish the desired self-image, makes tweens adopt a plethora of persuasive tactics to convince their parents to buy exactly the same products and brands their friends or social influencers already have and are popular and advertised on social media.

Recent studies, conducted in various socio-economic and cultural contexts, confirm the influence of social media marketing communications on young consumers' behavior (Kowalska, 2012; Sin et al, 2012; Cakir et al, 2013; Duffett, 2017; Bharucha, 2018; Forbes, 2018; Chivandi et al, 2019; Ypulse, 2019; Hussain et al, 2020; Almousa et al, 2020; Majeed et al, 2021; Sudirjo, 2021).

This represents a serious opportunity for marketers who through creative and effective marketing strategies,

online ads and two-way communication, can attract tween's attention, increase brand awareness, build positive relationship with these young consumers and finally secure a place for their brand in the family shopping list.

2. Tween Consumers – Influenced Influencers

Based on the results obtained from an extensive qualitative and quantitative study I conducted in the Republic of North Macedonia during the last year, which is focused on tween attitudes, behavior, and nature and level of influence on family purchasing, it can be concluded that tweens in this country do not differ much from their peers around the world. Macedonian tweens, population of around 160 000, over 90% of which own personal smart phones, laptops, tablets and gaming consoles, love social media and online gaming. More than 90% of them use social media daily and 87% have personal profiles on social networks. They spend more than 6 hours daily actively using social media and communicating with their friends online. Their favorite games are Minecraft, Fortnite, GTA, Talking Tom Gold Run, Granny, Sugar Crush, Angry Birds, Apex Legends, DOTA2, and when it comes to social media YouTube, Facebook, Instagram, TikTok, and SnapChat are the most popular among them. Communication between tweens occurs mainly through Viber, WhatsApp, Facebook Messenger and Insta DM. As consumers they are characterized with high brand awareness for both foreign and domestic brands, and are especially interested in clothes, shoes and accessories, electronics and high-tech products, games, music and sport equipment, bikes, roller skates and scooters. They follow the trends and always know what is "in" regarding fashion, music, gaming and technology. Over 80% of the tweens in North Macedonia individually choose their clothes, shoes, food, school supplies and entertainment related products and services. They like to follow and share product-related content on social media, as well as personal opinions, recommendations and attitudes toward brands and they can already name several favorite brands they are loyal to. Based on the parental perception related to social media influence on children's preferences, tweens' desires and purchase-related requests are shaped by current trends and peer pressure and are strongly influenced by social media (especially social networks) content, both user-generated and firm-generated. Obtained data showed that in nearly 90% of the families in the country, purchasing decisions are made collectively by all family

members, including children. As influencers, tweens exert very strong influence on family decisions regarding tween-related product categories (child-consumed products and services) in 83% of the families; but they also have very strong influence on family decisions regarding family-related products and services in over 50% of the families. Based on the product type and the stage of the decision-making process they participate in, these young consumers can take on different roles: from initiators, to influencers, to final deciders, buyers or individual users. Therefore, these young consumers, strongly influenced by social media content and under significant online peer pressure, seriously affect the entire family decision-making process and strongly influence the final purchase decision.

3. Theoretical Background and Hypothesis Development

The study adopts multi-disciplinary and multi-theoretical approach incorporating elements of Vygotsky's theory of social development and Selman's theory of role taking, as well as Consumer socialization theory, Sheth's theory of family decision making, Hyper-symbolic interactionism theory and Hierarchy of effects theory.

Vygotsky (1978) asserts that social interactions are central to the process of learning and that child's cognitive development in its essence is socially mediated process. According to his theory, the socio-cultural context in which each young individual grows and develops significantly affects his or her personal beliefs, attitudes and opinions, and therefore culture and social environment crucially determine child's development.

Social perspective taking which involves the ability to see perspectives beyond one's own is strongly related to purchase influence and persuasive skills. Impression formation and the ability to make social comparisons are strongly related to the understanding of the social aspects of brands, products and consumption. Selman (1980) provides a particularly apt description of how children's abilities to take different roles and perspectives develop through a series of stages. His theory evolves around child's ability to comprehend other people's expectations, opinions, feelings, potential reactions, and social and moral judgements (Selman, 1973). Tweens in the self-reflective role taking stage (age 8–10) not only can understand that others may have different opinions or motives even if they have the same information, but are also able to consider another

person's viewpoint. The ability to simultaneously consider another person's viewpoint at the same time as one's own emerges in the stage of mutual role taking (tweens aged 10–12). This is a most important juncture since much social interaction requires dual consideration of both parties' perspectives. The final stage, social and conventional system role taking (tweens aged 12 and older), features an additional development – ability to understand another person's perspective as it relates to the social group to which the other person belongs or operates. Impression formation undergoes a similar transformation and children make social comparisons on a more sophisticated level.

During this cognitive and social development, children inevitably go through another process of socialization through which they acquire knowledge, skills and understanding about the market, money and consumption, and form attitudes, preferences and opinions relevant for their functioning as consumers. This process is heavily affected by the factors of socialization: family, friends and peers, and social and mass media, which shape and influence the structural and symbolic knowledge of children, as well as their buying preferences and consumer behavior. Beside the traditional learning techniques such as modeling, reinforcement and social interaction, social media, acting as interactive platforms and virtual communities, offer participatory learning that occurs through play, research, discovery and construction, bricolage and creation.

Wang et al. (2012) state that online consumer socialization through online peer communication has dual nature and affects consumer's purchasing decision in two ways: directly through the conformity with peers, and indirectly by reinforcing brand involvement. Therefore, it is clear that social media act as effective marketing tools where marketers can extend their strategies in order to connect their brand directly to the tweens, building valuable relationships with these young consumers; while at the same time they represent interactive platforms where tweens can create and share product-related content, express and share their knowledge, experiences, attitudes and opinions regarding different brands. What is more important, providing various immersive multi-media content and multiple links and sources, social media make the consumer socialization process more interesting, fun and entertaining. On the other side, from psychosocial perspective, these virtual communities enable connections, mutual learning and exchange, self-creation, self-disclosure and self-representation, and

fulfill the need for acceptance, belongingness, shared interests and values.

Hyper-symbolic interactionism theory (Lynch & McConatha, 2006), describes how individuals form their identity and construct a reality of social norms through online interactions with others, and postulates that online communities shape individual's identity and behavior, offering virtual platforms where correlations are established and relationships are created. Moreover, marketers and advertisers pervade these virtual communities, creating and sharing content that affects consumer attitudes and behavior toward brands, products and consumption.

Kelman (1958) identifies compliance, identification and internalization as three processes of attitude change. Compliance occurs when individuals recognize that a powerful social actor expects from them certain action or behavior. Internalization or group norm happens when individuals behave in accordance with the idealized goals shared with others, while identification - the adoption of social identity - takes place when individuals aspire to be a part of a specific group and accept the social influence in order to establish close relationship with that particular group. Therefore, it can be assumed that tween consumer attitudes could be affected by these three types of influences, mostly by internalization and identification, because of the psychological needs of acceptance, self-esteem, prestige, accomplishment and social status that make these young consumers aspire to belong to specific peer group.

In 2003, Lee et al. (p. 1708) stated that “young consumers unconsciously integrate the internet throughout their lives”, but nowadays, with the incessant emergence of new social media which in the blink of an eye can become popular all around the world and simultaneously capture the attention of millions of tweens and teens, I would say that *young consumers integrate their lives with other young consumers through the internet, unconsciously integrating their lives into the internet.*

Hence, the assumption that *social media content and online peer pressure affect tween's product-related attitudes, desires and preferences, as well as their consumer behavior, indirectly influencing the family purchasing decision.*

According to the Hierarchy of effects theory (Lavidge & Steiner, 1961), consumers move through successive attitude stages, namely awareness of the brand's existence (cognitive attitude response), knowledge of

the brand's offers (cognitive attitude response), liking the brand by having a favorable predisposition to it (affective attitude response); displaying preference toward the brand in relation to others by having a positive feelings and attitudes to it (affective attitude response); conviction that purchase of the brand would be sensible, which leads to the intention to buy (behavioral attitude response); and finally the actual purchase of the brand (behavioral attitude response). These cognitive, affective and conative behaviors can be simply understood as *think, feel and do* (Kenton, 2021), while the hierarchy can be seen as a progression of consumer learning and purchase decision-making experiences as a result of marketing communication strategies aimed at persuading and affecting consumer behavior.

CONSUMER BEHAVIORAL CHANGES UNDER SOCIAL INFLUENCES

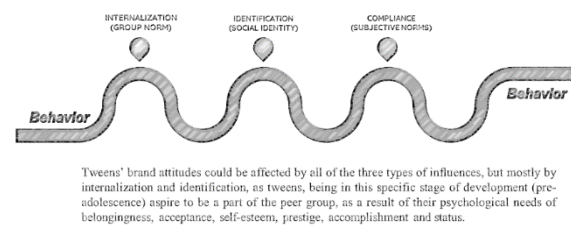


Figure 1. Consumer behavioral changes under social influences

Based on the existing literature and primary data obtained from my previous studies, it can be hypothesized:

- H1: Social media content affects tween cognitive attitude components.
- H2: Social media content affects tween affective attitude components.
- H3: Social media content affects tween behavioral attitude components.
- H4: Social media content has indirect effect on family purchasing decision.
- H5: Online tween peer pressure has indirect effect on family purchasing decision.

4. Purpose of the Study and Research Methods

Taking in consideration aforementioned, the purpose of this study is to examine social media influence on tween cognitive, affective and behavioral components; to reveal and measure the indirect effect of social media

marketing and online peer pressure on family purchasing decision; to identify product categories in relation to which the family purchasing decision is under the greatest indirect influence of social media and tween peers; and finally, based on the findings, to provide instructions and recommendations for creative online marketing communications targeting these young consumers.

For that purpose, qualitative and quantitative research was conducted and empirical data from a representative multistage cluster sample was acquired. This combination of qualitative and quantitative approach and adoption of multiple methods and research techniques provides relevant and solid qualitative and quantitative data which allow a holistic and deeper understanding of the object of research (Mariampolski, 2001).

The level and peculiarities of tween influence on family purchasing decision, as well as the level of social media influence on tween's attitude components were explored taking in consideration the parental perspective.

The level of influence for different products types was examined based on detailed product categorization centered on predetermined principles: final consumer; purpose and usage; involvement; and potential purchasing risk. Thus, products and services were categorized in two main groups: family-consumed products and child-consumed products. Child-consumed product group was divided in the following sub-categories: knowledge and education-related products, knowledge and education-related services, food and beverages, clothes and shoes, entertainment-related products. Family-related product category consisted of: low-risk nondurable products, high-risk durable expensive products, high-tech products, and family-related services.

Qualitative research adopted the method of 5 focus group discussions. Focus groups were selected with the application of purposive sampling method and divided based on tweens' age and gender and each of them consisted of 7 – 10 participants (tweens' parents) with diverse demographic characteristics and socio-economic backgrounds. 14 of the participants were male (fathers of tweens) and 32 females (mothers of tweens). Data collected through this method allowed deeper understanding of the phenomenon and the interpersonal relations and communication during the family purchasing decision-making process, and was later used as a base for hypothesis development and construction of the questionnaire for the following survey.

Quantitative research was conducted on a random representative multiphase cluster sample of 659 respondents (each of them parent of 8-14-year-old child) from 6 different municipalities in the Republic of North Macedonia, selected randomly (marginal error: 3.8%, 95% confidence interval; and response rate of 82%). Out of 659 respondents, 65% were female (mothers) and 35% male (fathers), and the influence of 296 male tweens and 363 female tweens was examined. Based on the ethnicity, 72.4% of the respondents were Macedonian, 20.2% Albanian, 3.2% Bosnian, 1.5% Turk, 1.4% Roma, and 1.4% were Aromanians (Vlachs).

Conducted survey adopted structured self-administered questionnaire with closed-ended questions and measurement scales. The level of tween influence on family purchasing decision and the level of social media influence on tween cognitive, affective and behavioral attitude components were measured on a 9-point interval scale. As far as the validity, the relevance, and the preferences of the respondents are concerned, studies show that 9-degree scales have the highest level of convergent validity and validity of criteria (Preston & Colman, 2000; Menold & Bogner, 2018).

Qualitative data was coded, processed and analyzed according to Bryman (2012) and Stewart, Shamdasani & Rook (2007), while quantitative data was processed in IBM SPSS 20 and SPSS Amos. Statistical analysis included PCA analysis, KMO – sample adequacy test, Cronbach's alpha, ANOVA, Linear regression, Multiple regression modeling and Structural equation modeling.

5. Findings and Discussion

Qualitative data gathered through focus group discussions indicates that tweens usually spend more than 6 active hours on social media and according to the parents, these kids are strongly influenced by social media content, both user-generated and firm-generated. Moreover, parents say that the online peer pressure is so strong that even they can feel it, in a sense that they are aware that in order to fit into and be accepted by the peer group, their child has to wear those clothes and shoes that are popular among the peers, eat the food his friends eat, play the game that online friends play, listen to the music and watch movies that are popular and shared on social media, visit the places promoted on social networks, own the newest phones and electronics that are "cool", buy bikes, scooters and skates because all the other tweens already have them. Thus, parents feel compelled to buy their children those brands and products that are popular on social media and among

friends, because they don't want their children to feel different and excluded from the peer group, which according to the parents may lead to feelings of unworthiness, strong emotional responses, social anxiety, or even psychological disorders. According to the qualitative data, social media content and online peer communication also affects tween's persuasiveness, persistence and decisiveness to continually insist on particular brand purchase.

"I clearly see how social media content shapes and modifies my kid's desires, opinions, attitudes and preferences regarding brands, styles and consumption. Moreover, nowadays social media is the main channel of communication and the main resource of any kind of information for our children." – Mother of 14-year-old boy

Data confirms that social media is an important agent of consumer socialization, especially regarding the symbolic aspect of the consumption.

"Peer pressure on social media is very strong, so I can feel how it affects my spending. Every time my daughter comes to ask for a particular product purchase, she is very specific about the brand, model and style. She says "I need to have this, its very popular, all my friends have it and I am the only one who doesn't. Look!" – and then she shows me photos on some social network convincing me that everyone but her has it. I realize how important it is to her to feel as a part of that peer group, not to feel different or rejected, and I try to do my best to provide that for her, regardless my limited budget." – Mother of 13-year-old girl.

Based on the focus group discussions it can be concluded that social media content and online peer communication strongly affect tween desires, attitudes and requests for clothes, shoes and sport equipment, high-tech products (phones, laptops, tablets, gadgets), entertainment-related products (video games, consoles, film, music), bikes, electric scooters, rollerblades, skateboards.

Descriptive statistics show that tweens gain new information regarding brands, trends and marketplace and acquire product-related knowledge mostly through

social media and online interaction with their friends and peers.

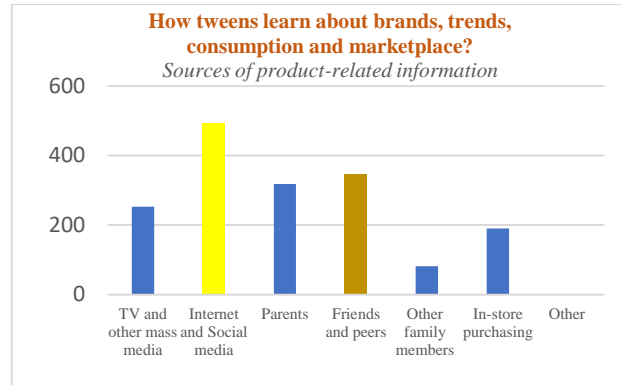


Figure 2. Sources of product-related information among tweens

Moreover, online „peer pressure“ has strong effect on tween preferences, desires, attitudes and behavior. This strong effect is later reflected in tween attempts to influence parental decisions, therefore affecting the entire family purchasing decision-making process and the final purchasing decision. 61% of the tweens exert much stronger influence on family purchasing decision for products popular among online friends and peers compared to other products.

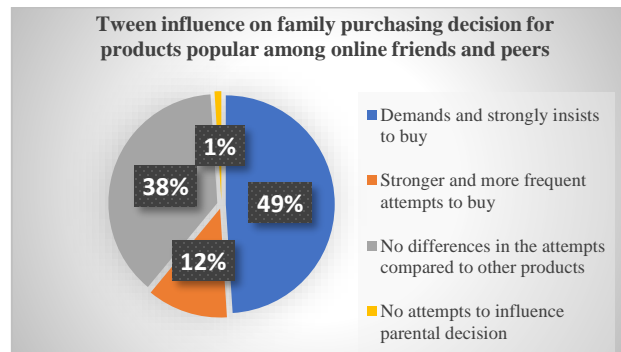


Figure 3. Tween influence on family purchasing decision for products popular among online friends and peers

In order to examine the effectiveness of social media as agent of consumer socialization and test the developed hypotheses, linear regressions were conducted. More specifically, the effect of social media content and online peer communication on tween's structural and symbolic knowledge (which measure and represent the level of tween's consumer socialization) was examined,

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

as well as the effect of social media content on tween’s cognitive, affective and behavioral components.

The analyses revealed that around 18% of the variances in tween’s overall consumer knowledge (structural and symbolic) can be explained by social media influences (social media content and online peer communication) ($R=.424$, $R^2=.180$); ($F(2, 651) = 71,366$, $p<.005$); ($B=.101$; $B=.122$, $p<.005$).

Table 1: The effect of social media on tween’s consumer knowledge

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.424 ^a	.180	.177	.90372976	

a. Predictors: (Constant), Social media, Online friends and peers

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression 116,573	2	58,287	71,366	.000 ^b
	Residual 531,690	651	.817		
	Total 648,263	653			

a. Dependent Variable: Structural and symbolic knowledge
b. Predictors: (Constant), Social media, Online friends and peers

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-1,542	.134	-11,484	.000	-1,806	-1,279
	Online friends and peers	.101	.020	.213	5,006	.000	.062
	Social media	.122	.019	.268	6,292	.000	.084

a. Dependent Variable: Structural and symbolic knowledge

The regression analyses conducted in relation to the effect of social media and online peer interaction on tween cognitive, affective and behavioral components revealed statistically significant effect of these social influences on tween’s attitude components and confirmed previously established hypotheses H1, H2 and H3.

Conducted analyses revealed significant effect of social media content and online peer influences on tween’s cognitive ($R=.382$, $R^2=.146$); ($F(2, 656) = 56,083$, $p<.005$); ($B=.189$; $B=.188$, $p<.005$), affective ($R=.401$, $R^2=.160$); ($F(2, 656) 62,664$, $p<.005$); ($B=.160$; $B=.225$, $p<.005$) and behavioral components ($R=.424$, $R^2=.186$); ($F(2, 656) = 58,287$, $p<.005$); ($B=.101$; $B=.122$, $p<.005$) respectively. The results are presented in the tables below.

Table 2. The effect of social media content and online peer interaction on tween’s cognitive attitude components

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.382 ^a	.146	.143	1,716

a. Predictors: (Constant), Social media, Online friends and peers

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression 330,420	2	165,210	56,083	.000 ^b
	Residual 1932,460	656	2,946		
	Total 2262,880	658			

a. Dependent Variable: Cognitive components
b. Predictors: (Constant), Social media, Online friends and peers

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	4,822	.255	18,930	.000	4,322	5,322
	Online friends and peers	.189	.038	.213	4,925	.000	.114
	Social media	.188	.037	.221	5,100	.000	.116

a. Dependent Variable: Cognitive components

Table 3. The effect of social media content and online peer interaction on tween’s affective attitude components

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.401 ^a	.160	.158	1,671

a. Predictors: (Constant), Social media, Online friends and peers

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression 349,985	2	174,993	62,664	.000 ^b
	Residual 1831,930	656	2,793		
	Total 2181,915	658			

a. Dependent Variable: Affective components
b. Predictors: (Constant), Social media, Online friends and peers

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	4,713	.248	19,005	.000	4,226	5,200
	Online friends and peers	.160	.037	.184	4,297	.000	.087
	Social media	.225	.036	.268	6,249	.000	.154

a. Dependent Variable: Affective components

Table 4. The effect of social media content and online peer interaction on tween’s behavioral attitude components

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.424 ^a	.180	.177	.90372976

a. Predictors: (Constant), Social media, Online friends and peers

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression 116,573	2	58,287	71,366	.000 ^b
	Residual 531,690	651	.817		
	Total 648,263	653			

a. Dependent Variable: Behavioral components
b. Predictors: (Constant), Social media, Online friends and peers

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	-1,542	.134	-11,484	.000	-1,806	-1,279
	Online friends and peers	.101	.020	.213	5,006	.000	.062
	Social media	.122	.019	.268	6,292	.000	.084

a. Dependent Variable: Behavioral components

In addition, the effect of tween’s consumer knowledge on tween’s influence on family purchasing decision was examined. Linear regressions show that 35 - 49% of the variances in tween’s influence on family purchasing decision can be explained by tween’s consumer knowledge. Those values in the range 35 - 49% vary based on the product category, and are especially high regarding high-tech products and family-consumed high-risk products. For example, 48.7 % of the variation in the level of influence for high-tech products is a result of the level of tween’s consumer knowledge ($R=.798$,

$R^2=.487$; $(F(1, 651) = 116,337, p<.005)$; $(B=1.601, p<.005)$.

Table 5. The effect of tween’s consumer knowledge on tween’s influence on family purchasing decision

Model Summary ^a				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.788	.837	.473	1.809

a. Predictors: (Constant), Consumer knowledge
b. Dependent Variable: Family-consumed high-tech products

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1938,593	1	387,719	116,337	.000 ^b
	Residual	2169,592	651	3,333		
	Total	4108,186	656			

a. Dependent Variable: Family-consumed high-tech products
b. Predictors: (Constant), Consumer knowledge

Moreover, the effect of social media and online peer interaction on tween’s influence on family purchasing decision for various (previously defined and aforementioned) product categories was examined. Statistically significant level of influence of social media on tween’s influence on family purchasing decision was revealed regarding each product category, but strongest influence was detected for clothes and shoes, entertainment-related products and high-tech products.

Multiple linear regression revealed that 20% of the variance in the tween influence on family purchasing decision for tween clothes and shoes ($R=.549, R^2=.201, p<.05$) can be explained by the effect of social media and online peer pressure.

Table 6. the effect of social media and online peer interaction on tween influence on family purchasing decision for clothes and shoes

Model Summary ^a									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.549 ^b	.201	.199	1.623	.201	82.650	2	656	.000

a. Predictors: (Constant), Online friends and peers, Social media
b. Dependent Variable: Tween clothes and shoes

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	435,340	2	217,670	82,650	.000 ^b
	Residual	1727,670	656	2,634		
	Total	2163,011	658			

a. Dependent Variable: Tween clothes and shoes
b. Predictors: (Constant), Online friends and peers, Social media

Model	Unstandardized Coefficients			t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	4,618	.241	19,173	.000	4,145	5,091
	Social media	.238	.035	6,818	.000	.169	.306
	Online friends and peers	.193	.036	5,326	.000	.122	.264

a. Dependent Variable: Tween clothes and shoes

Multiple linear regression revealed that 29% of the variance in the tween influence on family purchasing decision for entertainment-related products ($R=.638, R^2=.292, p<.05$) can be explained by the effect of social

media and online peer pressure. ANOVA analysis ($F(2, 655)=77,603, p<.005$) confirmed that these independent variables statistically significantly predict the tween influence on family purchasing decision for entertainment-related products.

Table 7. The effect of social media and online peer pressure on tween influence on family purchasing decision for entertainment-related products

Model Summary ^a				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638	.292	.289	1.647

a. Predictors: (Constant), Online friends and peers, Social media
b. Dependent Variable: Entertainment-related products

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	420,808	2	210,404	77,603	.000 ^b
	Residual	1775,905	655	2,711		
	Total	2196,713	657			

a. Dependent Variable: Entertainment-related products
b. Predictors: (Constant), Online friends and peers, Social media

Model	Unstandardized Coefficients			t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	4,371	.244	17,887	.000	3,892	4,851
	Social media	.246	.035	6,938	.000	.176	.315
	Online friends and peers	.177	.037	4,803	.000	.105	.249

a. Dependent Variable: Entertainment-related products

Multiple linear regression revealed that 27% of the variance in the tween influence on family purchasing decision for high-tech products ($R=.620, R^2=.271, p<.05$) can be explained by the effect of social media and online peer pressure. ANOVA analysis ($F(2, 656)=128,682, p<.005$) confirmed that these independent variables statistically significantly predict the tween influence on family purchasing decision for high-tech family-related products.

Table 8. The effect of social media and online peer pressure on tween influence on family purchasing decision for high-tech products

Model Summary ^a									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.620 ^b	.271	.268	2.138	.271	121.682	2	656	.000

a. Predictors: (Constant), Online friends and peers, Social media
b. Dependent Variable: High-tech products

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1112,272	2	556,136	121,682	.000 ^b
	Residual	2998,177	656	4,570		
	Total	4110,449	658			

a. Dependent Variable: High-tech products
b. Predictors: (Constant), Online friends and peers, Social media

Model	Unstandardized Coefficients			t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1,377	.317	4,341	.000	.754	2,000
	Social media	.442	.046	9,615	.000	.352	.532
	Online friends and peers	.236	.048	4,938	.000	.142	.330

a. Dependent Variable: High-tech products

SPSS Amos analyses confirmed the hypotheses and provided additional comprehensive understanding of the existing correlations between the factors (social media and online friends and peers), their effect estimates and

regression weights. As it was previously mentioned, social media act as agent of consumer socialization, statistically significantly affecting tween’s consumer knowledge - both structural – related to the functional product and brand attributes and basic concepts of consumption, and symbolic – related to symbolic brand attributes expressing social status, personal expression, self-image and esteem. Regression weights and standardized total effects of that influence are presented in the table below.

Table 9. Social media and online peer pressure effects on tween’s consumer knowledge and the effect of tween’s knowledge on family purchasing decision - Effect estimates and regression weights

Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
Structural and symbolic knowledge <-- Social media	.090	.017	5.284	***	par_19
Structural and symbolic knowledge <-- Online friends and peers	.072	.015	4.677	***	par_21
Family-related services <-- Structural and symbolic knowledge	.979	.073	13.482	***	par_10
Education-related services <-- Structural and symbolic knowledge	.515	.061	8.405	***	par_11
Education-related products <-- Structural and symbolic knowledge	.766	.060	12.697	***	par_12
High-tech products <-- Structural and symbolic knowledge	1.671	.073	22.937	***	par_13
Expensive durable high-risk products <-- Structural and symbolic knowledge	1.459	.087	16.798	***	par_14
Non-durable family related products <-- Structural and symbolic knowledge	.991	.079	12.492	***	par_15
Entertainment-related products <-- Structural and symbolic knowledge	.593	.068	8.761	***	par_16
Tween clothes and shoes <-- Structural and symbolic knowledge	.909	.061	14.802	***	par_17
Food <-- Structural and symbolic knowledge	.713	.069	10.381	***	par_18

Standardized Regression Weights: (Group number 1 - Default model)

	Estimate
Structural and symbolic knowledge <-- Social media	.196
Structural and symbolic knowledge <-- Online friends and peers	.151
Family-related services <-- Structural and symbolic knowledge	.466
Education-related services <-- Structural and symbolic knowledge	.312
Education-related products <-- Structural and symbolic knowledge	.444
High-tech products <-- Structural and symbolic knowledge	.667
Expensive durable high-risk products <-- Structural and symbolic knowledge	.548
Non-durable family related products <-- Structural and symbolic knowledge	.439
Entertainment-related products <-- Structural and symbolic knowledge	.324
Tween clothes and shoes <-- Structural and symbolic knowledge	.500
Food <-- Structural and symbolic knowledge	.375

Means: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
Social media	6.941	.085	81.948	***	par_23
Online friends and peers	6.979	.081	85.876	***	par_25

Standardized Total Effects (Group number 1 - Default model)

	Online friends and peers	Social media	Structural and symbolic knowledge
Structural and symbolic knowledge	.151	.196	.000
Food	.057	.074	.375
Tween clothes and shoes	.076	.098	.500
Entertainment-related products	.049	.064	.324
Non-durable family related products	.066	.086	.439
Expensive durable high-risk products	.083	.108	.548
High-tech products	.101	.131	.667
Education-related products	.067	.087	.444
Education-related services	.047	.061	.312
Family-related services	.070	.092	.466

Moreover, AMOS estimates confirmed that beside the direct influence on tween’s consumer knowledge and tween’s cognitive, affective and behavioral attitude components, social media and online peer pressure exert statistically significant indirect influence on family

purchasing decision for various product categories. The exact effects of the influence are presented in the following table:

Table 10. Social media and online peer pressure influence on family purchasing decision for various product categories – Standardized indirect effects

Standardized Direct Effects (Group number 1 - Default model)

	Online friends and peers	Social media
Structural and symbolic knowledge	.151	.196

Standardized Indirect Effects (Group number 1 - Default model)

	Online friends and peers	Social media
Food	.057	.074
Tween clothes and shoes	.076	.098
Entertainment-related products	.049	.064
Non-durable family-related products	.066	.086
Expensive high-risk products	.083	.108
High-tech products	.101	.131
Education-related products	.067	.087
Education-related services	.047	.061
Family-related services	.070	.092

In order to provide valuable information for marketers and recommendations for effective tween marketing strategies, the study identifies product categories that are under the strongest indirect influence of social media content and online peer communication. Moreover, it reveals the following variable values for each product category: level of tween influence on family purchasing, tween dominant role in the decision-making process, stage of family decision-making process under strongest tween influence, purchase-related sub-decisions under the greatest tween influence, sources and channels of product-related information, and dominant external influences on tween’s product preferences. The data is presented in the table below. Product categories for which children acquire knowledge, information and awareness mainly through social media and product categories for which social media is the dominant external influence on tweens purchasing desires and preferences are presented in the table and bolded.

Table 11. Product categories and social media influence



International Conference on Social Sciences and Humanities (IBU-ICSSH21)

Product category	Level of tween influence (mean value)	Tween dominant role in the family purchasing decision-making process	Stage of family decision-making process under the greatest tween influence	Purchase-related sub-decisions under the greatest tween influence	Sources and channels of product-related information	Dominant external influences on tween's product preferences
Family-consumed low risk products	6,2	Influencer	Information search, Evaluation of alternatives	Quantity (how much to buy), Where to buy	TV, Internet, Other family members	Parents and other family members
Family-consumed high-risk products	5,2	Influencer, User	Information search, Evaluation of alternatives	Brand, Model, Where to buy	Internet, Web sites	Social media
Family-consumed high-tech products	6,1	Influencer, User, Decider	Information search, Purchase decision	Brand, Model, How much to spend	Internet and Social media	Friends, Social media
Family-consumed services	6,4	Influencer, Decider, User	Purchase decision and information search	Where to use (place of service), How much money to spend	Friends and peers and Social networks	Friends and peers
Child-consumed education-related products	7,9	Initiator, Decider, User	Evaluation of alternatives and Purchase decision stage	Where and when to buy	School, Peers	Friends and peers, Parents, Other family members
Child-consumed education-related services	7,9	Initiator, Decider, User	Purchase decision stage, Evaluation of alternatives and Post-purchase evaluation	Where and when to use the service	Friends and peers	Friends and peers
Child-consumed entertainment products	7,3	Initiator, Decider, Buyer, User	Need recognition stage, Purchase decision, Information search	Model, Brand, When to buy, How much to spend	Friends and peers, Internet, Social media	Social media and Friends
Child-consumed food	7,3	Initiator, Decider, Buyer, User	Need recognition stage, Evaluation of alternatives, Purchase decision	Type, Flavor, Brand, Where to buy and consume	Friends, Social media, Parents and other family members	Friends, Social media
Child-consumed clothes and shoes	7,6	Initiator, Influencer, User	Information search and Evaluation of alternatives	Model, Brand and Color choice, Where to buy	Internet and Social media, Friends and peers, Mass-media	Social media ads and user-generated content (especially social networks), Friends and peers

As shown in the table, social media content is a dominant external factor influencing tween's preferences and desires for high-tech products, food, clothes and shoes, family-consumed expensive durable products and services used by the whole family. Moreover, main product-related information sources regarding high-tech products are internet and social media, for expensive durable family-consumed products are the official web sites, for entertainment-related products as well as clothes and shoes are social media (especially social networks) and online peer communication, for family-consumed services are social networks and peers, while for food and drinks main sources of consumption-related information are friends and peers, social media and family members.

6. Recommendations and Conclusions

Based on the qualitative and quantitative data the study provides the following implications for marketers interested in creating effective tween brand strategies and creative online marketing communications which will lead to a secure spot for the brand on the family shopping list:

- Innovative technologies and products
- Recognizable and salient brand elements
- Brand that personifies a young and cool individual

- Sensory marketing
- Behavioral targeting
- Interactive online communications
- Engaging and creative content and online games and challenges
- Easily shareable funny content
- Colorful multi-media
- Live streaming apps and platforms (YouNow, Twitch)
- Online video gaming
- Chatbots and AI voice assistance (Kik, Alexa, Siri, Facebook Messenger)
- Cool short stories and aspirational themes
- Youthful, but not childish
- YouTube, TikTok and Instagram
- Mobile-first video strategy and high-quality video streaming
- Reach through VR and AR
- Engaging tween and teen influencers
- Individualized presentation – making tweens content co-developers
- Smart product endorsement – socially responsible sport stars and music stars
- Pet friendly and green products
- Transparency and tween campaigns
- Dual nature of the products – affordable price and good quality for parents and interesting and youthful for tweens

In the end, in this age of materialism and consumerism, we can always go back to what once, in 1988, Russel Belk proclaimed: "We are what we have."

It is clear that technological advancements and social media allow tween consumers to create their own personalized virtual world and provide them with new information and consumer knowledge, as well as more opportunities to fulfill their belongingness and esteem needs.

Research shows that tweens exert strong influence on the entire family purchasing decision-making process for all product categories, both child-related and family-related. The role of tweens in family decision-making is becoming more and more important, thus for many

product types they are the main or individual decision-makers.

This study confirmed that, acting as agents of consumer socialization and influencing tween cognitive, affective and behavioral attitude components, social media have significant indirect effect on the family purchasing decision. Moreover, online peer pressure makes tweens more persistent in their attempts to persuade their parents to buy them brands and products popular on social media and among their friends. On the other side, aware of this peer pressure and wanting for their children to be accepted, respected, “in” and not isolated or different from their peers, parents yield to their children’s wishes, become aware of their preferences and desires, consider their opinions and try to cater to all their needs and requests.

Therefore, recognizing the economic power of tweens as primary, secondary and future market, it is very important for brands and companies to create effective tween marketing strategies, specially designed to connect the brand to these young consumers and through them to communicate and convince their parents, thereby influencing the entire family buying process and securing a positive place for their brand within the family shopping list.

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Communications

A CRITICAL DISCOURSE ANALYSIS OF THE METAPHORICAL CONSTRUAL OF THE WESTERN BALKANS

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Abstract

Over the last fifty years the process of European Integration has deeply shaped an imagined awareness of belonging to a European community. It seems that political discourse in Europe divides the continent into Europe and non-Europe, associating the latter with the territory of the Western Balkans. The most frequently used linguistic tool to reinforce this image of two separate entities is metaphor.

This paper aims at presenting a detailed analysis of metaphors used with reference to the Western Balkans, by European political leaders, following the critical discourse analysis approach. It will focus on how the meaning of some common metaphors changes from when used in normal political argumentations to addressing Western Balkan issues.

Critical discourse analysis is very important for a broader and deeper understanding of politics and international relations. It sheds light on how these disciplines should be conceptualised, researched and taught since they are highly discursive in nature.

Key words: European Integration, political discourse, Western Balkans, metaphor, critical discourse analysis

1 Introduction

The issue of metaphor usage in political discourse has been considered as of great importance hundreds years ago. Since 1651, it has been considered as a dangerous tool that led human mind into intellectual and political confusion by Thomas Hobbes in his treatise “Leviathan”.

In recent discussions in linguistics, philosophy and more specifically socio linguistics, the relevance of metaphor for social and political conceptualization has been acknowledged in much more positive terms. In particular, the school of cognitive metaphor analysis, part of the larger fields of Cognitive Linguistics and Critical Discourse Analysis, which George Lakoff and Mark Johnson effectively founded with the publication of their work “Metaphors We Live By” in 1980, has produced significant evidence that “metaphors play a

central role in the construction of social and political reality” (Johnson, 1980, p. 159). The notion of “formal analysis”, developed by Garfinkel also stresses the methodical procedures for reformulating details in accordance with a conceptual framework (Garfinkel, 2002) as a standard occurrence in the field of political science.

Critical discourse analysis has been of interest to many researchers in linguistics, language studies and other social sciences in the last twenty years. (Chouliariaki & Fairclough, 1999) Extensive studies on the field have displayed how closely related language, power and ideology are and especially that language is far from being neutral.

The present paper will try to investigate selected metaphorical expression used to denote the Western Balkan countries within a broader discourse of European Union leaders and it is anchored on the critical discourse analytical theory. Even though broadly recognized as an interdisciplinary approach it possesses a clear linguistic feature as it mostly relies on linguistic categories. Of course, the content is very significant but its analysis also depends on linguistic concepts. (Meyer, 2002) Since political discourse makes extensive usage of persuasive linguistic techniques, an investigation of linguistic properties would shed light on how power, ideology and context control the mind. More specifically the paper relies on Critical Metaphor Analysis, which aims at revealing the covert intention of language users, (Charteris- Black, 2004) focusing on the pragmatic aspect of metaphors which is in line with the principles of CDA as its primary interest lies in processing social issues through discourse studies. (Van Dijk, 1993)

2 Theoretical Framework

2.1 Critical Discourse Analysis

The school of Critical Discourse Analysis (CDA) was established at the beginning of the 90s and it was characterised by an interdisciplinary approach of the problem-oriented analysis. Even though, in essence, it is a linguistic oriented discipline, it does not study a linguistic unit per se but rather social phenomena which

are necessarily complex and thus require a multi/ inter/ trans-disciplinary approach. It mostly aims at unveiling patterned mechanisms of the reproduction of power asymmetries.

The term critical here, should not necessarily be considered from a negative perspective. Being critical means discovering how language use is related to causes we are unaware about. (Fairclough, 1995) Thus, the critical reading in CDA goes beyond hermeneutics. In essence it aims at demystifying texts shaped ideologically by relations of power; focuses on the relationship between discourse and societal structure and does so through open interpretations and explanation.

The importance of the critical study of language is mostly emphasized by Norman Fairclough, who states that there is a need for an approach that gathers social sciences with linguistics within a unique theoretical and analytical framework. (Fairclough, 1999) According to him, discourses are shaped by a variety of linguistic uses and other symbolic forms and they do not just represent a social entity but, on the contrary, they are an essential part of them. Critical discourse analysis should aim at considering exactly the social effects of discourse.

A more historical oriented approach to CDA is provided by Ruth Wodak who considers discourse as a total of simultaneous, sequential and intertwined speech acts which are created within the social spheres and shaped as “texts” or “speeches” that on their own belong to different semantic typologies. (Wodak, 2002) In her view, CDA should analyse the cases when social interactions are translated into linguistic entities. Her historical approach involves the systematic integration of all the possible historical background in the analysis and interpretation of written or spoken texts.

On the other hand, Teun Van Dijk, another important personality working on CDA, seems to be not so focused on the text level. Discourse to him is something more than just text and context or social practices translated in language. He states that every semiotic stance embodied with meaning is considered discourse, whether it is a written text, gesticulations, image or a multimodal object. Van Dijk defines discourse as “communicative event” and discourse analysis is thus an analysis of ideology. Here, ideologies are considered as a system of ideas belonging to thought and belief, known as cognition. They are also social elements related with different groups of interest. They can be used to legitimize or oppose power, domination or to symbolize social issues and contradictions. (V. Dijk, 1999)

2.2 Conceptual Metaphor

Scholars like A. Musolff, P.Chilton and G.Lakoff under the effect of Lakoff’s “Metaphors we live by” have incorporated the mechanism of conceptual metaphor into the field of discourse studies. Conceptual metaphors go beyond the borders of rhetorical metaphor. Its importance lies in the fact that it manages to project a concrete domain of knowledge into another abstract domain. In political discourse, metaphors conceptualize political behaviour and processes through an ideological point of view of reality. The analysis of metaphors in political discourse is very important since they can change the perception of reality. (Chilton 1996)

Linguistically speaking, metaphor is considered as a reflection of the domain of knowledge that underlies the language users’ view of the world that surrounds them. Thus, metaphor is not a random linguistic form, nor a simple rhetorical tool, but it is an embodied conceptual entity.

Metaphor exploration is very helpful in the study of political discourse. If our social experiences and conceptualizations are organized in terms of metaphors, then politics, as part of the social domain and the individuals’ viewpoint, must also be perceived and constructed metaphorically. In relation to this, Lakoff has published “Moral Politics: What Conservatives Know That Liberals Don’t”, in which he analyses the world-views underlying political thinking in the United States of America.

Within the framework of metaphor usage within the discourse of the European Union we can distinguish the work of Musolff, Wodak and Durovic. Their work results in the common assertion that abstract processes of joining and integration in the EU are effectuated by connections between language, cognition and reality and metaphors as an essential aspect of cognition results as the most pervasive cognitive and linguistic device for shaping conceptualizations of a given reality. Thus, it gains a central role in the construction of social and political realities. (Lakoff and Johnson; 1980; 159) This definition navigates the same waters as the Critical Metaphor Analysis which states that if language is a prime means of gaining control of people, metaphor is a prime means by which people can regain control of language and create discourse. (Charteris Black; 2004; 253)

3 Methodology and Data Collection

The criterion followed for metaphor identification in the actual article is adopted from Charteris Black, who defines conceptual metaphors in terms of semantic tension, role in persuasion and cross domain mapping in the conceptual system. The selected corpus consists of selected speeches, press releases and media reports during the Sofia Summit on the Western Balkans and the London summit on the Western Balkans, both held in 2018. Regarding the sources, the paper relies on information published on selected online media immediately after the events. The metaphor identification process is divided in two steps. The first step involves close reading of selected speeches to identify metaphors and metaphor key words. The second step involves the evaluation of the semantic value of literacy of the key words based on the context of the selected speeches. (Charteris-Black, 2011)

The analysis then follows the basic guidelines as presented in Cameron Law. The selected metaphor expressions are grouped based on the general metaphors they represent and the results are used to suggest “understandings or thought patterns that construct the people’s beliefs and actions. (Low, 1999) In this line, they are classified according to their corresponding conceptual metaphors, which are the grouped under the conceptual keys: POLITICS IS CONFLICT, POLITICS IS SPORTS etc

4 Metaphors in EU Political Discourse

In her book “A long way home: Representations of the Western Balkans in political and media discourse”, Tanja Petrovic, states that within the political discourse in the EU, there is a division of “Europe” and “non-Europe.” (Petrovic, 2009) The most helpful tool to help reinforcing this image is metaphor since metaphors within political discourse can deaden political awareness (Lakoff, 2002) and as a result manipulate the public opinion. Through the usage of metaphors political actors are enabled to convey only selected images and ideas which frame the way the public opinion perceives certain issues. Studies suggest that the most frequently used metaphor in the EU discourse, especially when the central subject matter is the Western Balkans, is that of the *family* and those that derive from the conceptual domains of *journey/road* and *edifice/building* (Musolff, 2004).

4.1 Europe is a Building/ EDIFICE/ Home

The metaphor of Europe as a building became very popular in the mid 1980s, after Mikhail Gorbachev used the phrase *common European home* to emphasize the “political vision of a collaborative way of living together for the European nations” (Musolff, 2004). However, in actual European political discourses, the *European house* almost exclusively denotes the European Union.

When referring to the integration of Western Balkans countries in the EU, the Union is depicted as a building or even fortress in some cases, depending on the protagonist that aims at entering it.

This conceptualization of the EU as a building, is linguistically related to the famous phrase *building Europe*, uttered by French president, Nicolas Sarkozy in July 2008 during France’s EU presidency, when he states that:

We must profoundly change our way of building Europe, which worries the citizens of Europe. (Telegraph.co.uk)

Today, after more than ten years, we can witness that this metaphor is not used by European officials and politicians coming from the member states but rather by those who are “outside the building”. Nevertheless, the mental image of the EU as a *building/ edifice/ house/ fortress* is reinforced by metaphors referring only to a part of a building, or better what divides the building from the other territory, or what divides the six Western Balkan countries that are not EU members with the Union itself. They are *door* and *doorstep*.

In some cases, being at the door or doorstep of the EU, embodies positive connotations.

During the Western Balkans Summit, held in Sofia in May 2018, Prime Minister of Estonia, Juri Ratas, states that:

“We once again confirmed to our partners in the Western Balkans that the door to the European Union is open to them.” (news.err.ee)

The metaphor *Europe’s door is opened for the Western Balkans*, suggests the good willing attitude of the EU towards the ultimate integration of these countries, implying that they have been positively assessed so far.

The same attitude is suggested later in the year during the Western Balkans Summit in London in July 2018, when German Chancellor Angela Merkel encouraged the Western Balkan countries not to give up their European perspective since:

“The European Union continues to keep its door open to new members”. (info.com)

In line with the ambiguous meanings of these metaphors, the door is open for some and closed for others. For example, media reports after the Sofia summit state that the primary message delivered for the Western Balkan countries was:

“Keep waiting in line, but don’t expect the door to open any time soon.” (theguardian.com)

4.2 Europe is a Family

In contemporary European political discourses, the metaphor of family is most frequently used to describe the relations between EU member states (Musolff, 2004). The accession of new member states in 2004 and 2007 was represented as a *coming home of lost children* into the *fold of the family*. (Musolff, 2004) The metaphor of family makes possible, among other things, the creation of a hierarchy of European states and the paternalism of certain states in relation to others, and on several levels. The countries categorized as belonging to the *Western Balkans* are still far from *joining the European family* and to become members of it they still have to “qualify” for membership, or *prove their maturity*. In conclusion of the Sofia summit, it was stated that:

One of the main aims of the Sofia summit was stated to be the reaffirmation of the EU’s commitment towards its Western Balkans partners and reiterate the region’s belonging to the European family. (europa.rs)

This statement was further reinforced during the London summit, where among others, High Representative/ Vice President Federica Mogherini signified that:

“The Western Balkans are prepared more than ever before to become part of the common European future in the big European family”. (fomoso.org)

This kind of representation is connected with the essential nature of the integration process, which is imagined as the *road to Europe/the EU*, along which the *Western Balkan* countries should be transformed from non-European to European countries. They are expected to *become mature* while pursuing this road. Sometimes the *Western Balkans* countries are treated as immature students, who in order to pass the exam must hand out their homework. In Sofia, Commissioner Johannes Hahn states that:

“The Western Balkans strategy is all about a European perspective, but it is a merit-based process, meaning each country has to do its homework first. Let’s use the

momentum we created now and make decisive progress on the EU path”. (europeanwesternbalkans.com)

This image of the *Western Balkan* countries as children restates and legitimizes the EU’s paternalistic attitude: children/ immature people/ failing students cannot be fully responsible for their own behavior; therefore, they are irrational and urgently need assistance, supervision and education.

4.3 EU Accession a Journey

According to Lakoff and Lakoff and Johnson, the metaphor of *path* or *journey* is one of the main conceptual metaphors defined within the theoretical framework of cognitive linguistics by the scheme: ‘departure point– journey–destination/goal’ (Johnson, 1980). Concrete examples of the conceptual metaphor ‘a purposeful act is a journey towards a goal’ can also be found in political and public discourses in EU member states. These countries travel towards their goals at different speeds and using various means of transport, with some deciding not to undertake the journey at all. Musolff remembers the popular metaphor from 1992, when Britain’s signing of the Maastricht Treaty ran into difficulties (*the European train leaving the station without Britain*)(Musolff, 2004) Similarly, the political process of the accession of the *Western Balkan* countries is frequently described using the journey metaphor. In this context, the journey metaphor stands in contrast to the static image of the EU as a building implying security and protection. To reach the goal – accession to the EU – candidate countries may use different means of transportation, such as a train or a ship.

The metaphor of journey/ path is usually accompanied by motion verbs. This is the case of The President of France, Emanuel Macron who stated during the Sofia summit that:

“What we have seen over the past 15 years is a path that has weakened Europe every time we think of enlarging it. And I don’t think we do a service to the candidate countries or ourselves by having a mechanism that in a way no longer has rules and keeps moving toward more enlargement”. (politico.eu)

The journey metaphor includes still another aspect that should not be overlooked. The aspiring EU members, starting the journey as “non-European” countries, must learn, transform and mature along the way. In London, Federica Mogherini states:

“In these years we have been all working together to draw the region closer and closer to the European Union, politically, economically and security-wise. And

we have seen remarkable results, solutions to the most difficult bilateral issues. The Western Balkans are steadily moving forward. And today we reconfirm that we are together with the region on that path, sharing the commitment towards our common future." (europa.eu)

The usage of the adverb *closer*, accompanied by the motion verb *move towards*, suggests a progression which also involves change and transformation. This also means that the new members' *entry into the European house* does not necessarily mean that the journey has been completed, nor is it unequivocal proof of their *Europeanness*, particularly in the case of western Balkans. The above mentioned statements imply that progression is a continuous process which will accompany these countries even when they will be officially part of the Union.

4.4 Europe is the Future

Different from the metaphors discussed so far, which mainly facilitate the spatial conceptualization of representations concerning the accession of the *Western Balkan* countries to the EU, the next representation involves the concept of time. Time is divided into the past and the future in relation to the present. The linear image of time flowing from the past towards the future, supported by accompanying metaphorical processes, reconstructs the concept of progress: whatever belongs to the past is reactionary and undeveloped, while the future is associated with notions of development and progress. Such a perception made possible statements within political discourses in which the *Western Balkan* countries' accession to the EU is portrayed as their *opting for the future*.

The notions linked with the EU in this discourse are *the future, progress, stability, and health*, and non-inclusion in the EU is related to the *past, instability, chaos, nationalism*.

President of the European Union told the press, during the Sofia summit that:

"I see no future for the Western Balkans other than European. There is no alternative." (emerging-europe.com)

The chair's conclusions after the London summit also state that

"We also unanimously reaffirmed our unequivocal support for the European perspective of the Western Balkans." (assets.publishing.service.gov.uk)

When referring to the future of the Western Balkan countries there is a certain coherence within the EU discourse, since all leaders, regardless of the views that they have on the issue, refer to this process in positive terms, thus conceptualizing the idea of inclusion.

5 Conclusion

To conclude, it is worth restating that the predominant feature of the political discourse within the European Union is the desire to conceptualize the relationship with the Western Balkans through the implication of a territorial division. Europe is used to denote the European Union and Western Balkans denotes countries which are located in Europe, however not yet part of it. Through the identification of the key metaphors and analysis of a few examples derived from two very important summits on the Western Balkans, held in 2018, we could witness that the discourse within the EU seems to be very positive and the EU itself very opened towards enlargement. It is the WB countries that have to improve themselves and fully deserve the EU integration.

The paper followed the Critical Metaphor Analysis which belongs to the larger domain of Critical Discourse Analysis. It is very important to incorporate different disciplines in the study of political communication. An interpretation of linguistic devices results to be very helpful in defining the relations of power within a particular social context.

Even though, as stated above the manipulative power of metaphors seems to reflect a positive attitude of the EU towards the WB (power relations are often subtle and indirect) the implication provided by the selected metaphors suggests that there is an evident supremacy of a privileged group representing the EU and a marginalized group represented by WB. Thus, discourse plays a very significant role in the reproduction of power and dominance suggesting that there is a relevance of socio-cognitive interface between discourse and dominance.

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”THE ROLE OF SOFT POWER, IN THE ACCESSION PROCESS OF THE EUROPEAN UNION, THE CASE OF NORTH MACEDONIA”

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Abstract

Soft power is a tool known strategy for many governments of member states of the European Union and even though it happens that for European Structures and the member state governments even though they are willing to submit or share it with other states from the Balkans, they still tend to be more competitive rather than cooperative, in the context of greater European integration, states lack a true commitment to work more closely in this area which appears to be puzzling for many observers. With that being said, it seems that they ignore the best opportunities cooperative sphere of soft power as a catalyst for greater cooperation in other areas, due to the fact that allegedly tends to maintain their own independent ability of public diplomacy. Therefore, increasing awareness of the potential of collaborative efforts between member states and countries that aspire membership (in our case the Republic of North Macedonia) and the EU institutions is more a necessity than a perspective that you can select. However, due to the complex nature of the entity of the EU and the current challenges in dealing with various issues of financial, economic and political, EU member state governments will also need to put more efforts are needed to remain focused on the idea European unity and union, to promote European identity and to contribute to the idea, acting jointly and with mutual understanding. This research paper will focus on current aspects of the North Macedonia's soft power and its practices, highlighting the need to improve its mechanisms and strategies that will help to restore communication with all its citizens, which would be important tool on helping the integration process. Taking into consideration the efforts being applied so far, Republic of North Macedonia step by step is showing the impact of soft power on the integration into the EU. This will affect the unification of differences, strengthen the internal capacity of North Macedonia towards EU, and will enhance its importance as an

entity outside the main decision making on the global stage.

Keywords: Soft Power; European Union; European Accession, Integration; Republic of North Macedonia

1 Introduction

This paper will aim to provide a perspective on increasing the potential of soft-power and the successful implementation of soft power to enable easier integration into the EU, while enhancing the positive image of the Republic of North Macedonia. on the European Union and global stage. It is important to note that the research does not remain at a purely descriptive level, but that all other factors are taken into consideration. The new changes brought about by globalization have influenced the mechanisms of contemporary diplomacy, making it a separation from the practices of traditional diplomacy, (Stanzel 2018, 11).

Because of this assessment, the small transition countries of the Western Balkans as is the case with RNM, have increased their focus on developing new soft power strategies as well. In this regard, the change of the concept of the contemporary world order in the 21st century is being realized through the need for a corresponding visibility of the European Union towards these countries for a new approach to "consolidated messages, goals, and a sense of unity" that would facilitate their access to integration through:

1. "A discursive approach, which sees international politics as increasingly being a struggle over ideas and values, soft power activities are an important tool of political influence alongside traditional intergovernmental diplomacy" (Rasmussen 2009, 2) and,

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2. 21st century strategies for world affairs, situations and challenges increase the need for more effective and efficient results in sub-national, national and international diplomacy along with the ability to cope with the rapid changes that globalization brings. This has attracted the attention of small states that want rapid integration towards the use of as it is otherwise known in diplomatic terms "soft-power", as the opposite or in accordance with the "diplomatic practices" strong or "hard power" (Saliu 2009, 35)

Increasing of the soft power, and the image of the country

The main hypothesis of the paper and its Research Field, is the increase of the soft power, and the image of the country of the Republic of North Macedonia as part of the Western Balkans, through the activities and practices of mass-public diplomacy. In a region characterized by great economic and political interdependence as well as highly interconnected societies, soft power becomes important "(Melissen 2005, 11).

In order to justify the main hypothesis, there are questions that must be answered which also presents the auxiliary hypotheses that are initially closely related to the basic hypothesis:

Main Hypothesis:

-The influence and role of soft power and its theoretical and practical activities, in raising and improving the image of the Republic of North Macedonia will have a main impact on facilitating the process of EU accession and integration.

Auxiliary hypotheses:

- International Media and its sometimes not verified reports for the North Macedonia, is considered to be a very important factor on damaging the public image of the country in the international arena.
- The role of soft power is very important for the government of the NM, as part of building the image and contribution to the accession and integratio.
- Non-state actors implement various soft power activities, through different recourses.

-The application of ideal theoretical models of soft power, for building a positive image in the EU, is seen to contribute to the integration process.

2 Methodology of the Research

During this study, several treatments, techniques, methods and materials have been used which are necessary for the realization of scientific work of this nature. Studies in soft power include two levels, the theoretical one and its implementation in practice. The first theoretical dimension explains what is meant by this notion, and the actors who participate in this type of communication. The nature of the work itself requires the use of a number of interrelated methods.

In the case of this research, it was necessary to collect a considerable amount of data which had to be analyzed from different angles and research situations in order to create an understanding, a more accurate and objective picture in relation to the eventual results. and their impact. Thus, in order to verify the truth or not of the hypotheses, several multidisciplinary and interdisciplinary research methods have been used, such as:

- Survey/ questionnaires with open and closed questions - which are addressed mainly to state administration employees, mainly professionals in the field, people with influence in the field of media, members of the academic community, as well as analysts who with relevant ideas and opinions influence forming and sustaining public opinion;
- Content analysis;
- Method of comparison;
- Method of induction and logical deduction;
- Critical thinking- which is realized on the basis of the analysis of arguments and critical analysis of previous research that has been done on this issue as well as data in reports and archival historical documents.

However, the comparative method and the survey remain the dominant method due to the fact that the primary purpose of the paper is to compare the EU views in relation to the Republic of North Macedonia in raising its image through the use of soft power instruments and its implementation, as well as comparative methods, of the Western Balkan countries themselves with the Republic of North Macedonia in the use of soft power as an effective tool for integration into the European Union. In addition to this method, we have selected the

empirical method, i.e the realization of a questionnaire. From the research conducted in 4 different ministries, different results and answers have been achieved, despite the fact that they were done only because of the research on the opinion of the respondents, they coincide with the confirmation of the hypothesis of this research.

The respondents are mainly direct participants in the daily talks from various fields, and thus confirm that public diplomacy, as a policy in itself, is very important for the integration of the Republic of North Macedonia in the Euro-Atlantic structures. The research was conducted anonymously, but the number of participants was determined in advance, i.e an approximately equal number of women and men was reached due to the need to respect gender equality and equal opinions on the questions and given statements. Respondents are employed and are over 20 years old.

The second dimension of soft power involves strategic communication. In addition to the comparative method, the implication of the historical method is inevitable, which describes the beginnings of soft power from the past, and the stages it has gone through until today, including its implementation by the EU and the Republic of North Macedonia. Also to achieve the goals set out in this paper of particular importance is the application of analysis, synthesis as well as the statistical method.

3 Importance of the Soft Power and Its Impact toward Integration Processes

The treatment of this topic initially has a great theoretical interest. Scholars do not talk about theories of public diplomacy, but some have taken the concept of soft power as a theory that incorporates the concept of public diplomacy. Joseph Nye himself, the one who developed that notion opposes this claim. "Soft power is an analytical concept and not a theory" while others emphasize that even 20 years after the creation of this concept there is still a great need for examination and theorizing of this concept. Since works of this nature are quite complex and are rarely practiced by masters and doctoral students, I hope that the work will be a modest contribution to the application of soft power and communication strategies in the integration of the Republic of North Macedonia within the European Union.

I consider I will achieve the goal that the paper meets three initial criteria: to have theoretical, scientific and practical importance. The theoretical and scientific importance consists in the fact that the paper will be a contribution to the application of soft power and communication strategies in the integration of the Republic of North Macedonia within the European Union. The practical importance consists in the fact that the paper will be initially in the service of the Republic of North Macedonia, comparing it with the countries of the Western Balkans and the achievements taking their positive experiences, raising the awareness of the implementation of soft power and communication strategies in the direction of the difficult road toward integration, will also serve the elites and political systems, students, and why not the general public, which might be interested in this issue.

4 Questionnaire Results and Findings on the Impact of Soft Power on European Union Integration – The Case of the Republic of North Macedonia

From the research conducted in 4 different ministries, different results and answers have been achieved, despite the fact that they were done only because of the research on the opinion of the respondents, they coincide with the confirmation of the hypothesis of this research. The respondents are mainly direct participants in the daily talks from various fields, and thus confirm that public diplomacy, as a policy in itself is very important for the integration of the Republic of Macedonia in the Euro-Atlantic structures.

The research was conducted anonymously, but the number of participants was determined in advance, ie an approximately equal number of women and men was reached due to the need to respect gender equality and equal opinions on the questions and statements given. Respondents have employed status and are over 20 years old.

Results of the first question as follows does exist public diplomacy in the Republic of North Macedonia? Approximately in percentage of respondents to those (34%) who answered that they have no answer, while (36%) of others answered that there is public diplomacy

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

in the NM, 18% consider that in the NM, there is no public diplomacy.

On a scale of 1 (disagree) to 5 (strongly agree), in the following statement: The image of the Republic of Macedonia on the international stage for the integration of the Republic of North Macedonia in the EU structures plays an important role, 64% of respondents strongly agree, 22% agree and 12% partially agree.

In the framework of the statement - Public diplomacy of the Republic of North Macedonia through the creation of public image, successful representation in the media, art, culture, sports plays an important role in the process of integration into EU structures, 32% of respondents partially agree, 30%, and 26% completely agree. This proves that the Public Diplomacy of the NM through the creation of public image, successful representation in the media, art, culture, sports plays an important role in the process of integration into EU structures.

- Political entities participate in the formation of public diplomacy of the state, 48% fully agree with this statement, 32% agree and 14% partially agree.

As one of the topic strategies for the impact of public diplomacy on the integration of the European Union, the question arises that, before the aspirations for membership in the European family - the peoples of the NM, must first overcome the differences of the past through intercultural dialogue between them. Of the respondents 12% disagree and do not consider this strategy successful, while other participants agree with this statement.

54% of respondents agree that knowing the culture of another strengthens country's public diplomacy towards European integration, 24% agree and 14% partially agree.

Public diplomacy as part of cultural diplomacy is cultivated by integration through art, culture and common heritage in the Republic of North Macedonia when determining the compatibility of this statement a large part of respondents fully agree (36%) and respondents partially agree, while according to the percentage in second place (24%) of respondents do not agree.

Gender (female / male) influences the successful implementation of representation in the field of public

diplomacy for the integration of the Republic of Macedonia in the EU, respondents largely disagree with the fact that gender can have an impact (48%), but again in second place are those who agree with this statement (26%), which once again confirms the existence of stereotypes about good and bad representation in relation to gender and the existence of such discrimination.

The cultural heritage of nationalities in the Republic of North Macedonia is a precious reflection of the cultural diversity of today's Europe. In this answer 100% answered YES and confirm the statement that cultural heritage is a very important asset of a country's public diplomacy, in this case R.M and represents a reflection of cultural diversity.

Respect for diversity and cultural dialogue, a binomial that guarantees permanent compatibility between different nationalities in the Republic of North Macedonia. The statement shows 64% full agreement of respondents, 17% partially agree 12% agree.

Do the cultural institutions of the Republic of North Macedonia offer equal opportunities for recognition of the cultures of different people, 83% answered YES, while 18% answered NO.

In relation to the last question which is more specifically related to the topic we are researching, select one of the following answers which, in your opinion, would reflect a strong public diplomacy of the Republic of North Macedonia. The solution of the country name issue is thought to be 40%, while in second place is the start of negotiations for EU membership, 38%, in third place with 10% of respondents deal with creating a positive image in the region. (The survey results are presented in Appendix 2 (p. 15).

However, every taken step and considered as a successful part of the promotion of the country as an integral element of public diplomacy, for example by the Ministry of Foreign Affairs of the Republic of North Macedonia, does not mean that it will always be successful, even the Government of The Republic of North Macedonia, including the Ministry of Foreign Affairs, the Ministry of Culture and others, have made gross mistakes through the implementation of the project "Skopje 2014". (Shutarov 2014, 32). Such a project has caused the opposite effect of promoting the

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

values of a country and such concessions are unforgivable for the country's soft power.

The achievement of the goal is precisely that the main hypothesis and the auxiliary hypotheses have been proven through special research and prove that different approaches of the influence of soft power and the inclusion of international communication as the main strategy of soft power have a crucial role in achieving a set goal and success in promoting the country by creating a positive image, which represents a key element leading to the integration process.

The results are focused on the fact that the gain or loss of the important role of soft power depends a lot on the choice of how a soft power will be implemented and how it will be understood on the international stage, i.e. strategic international bilateral communication that can be good or bad. The fact is that the elements of soft power are constantly evolving, everywhere in everyday life.

The ability to have adequate and good access to public diplomacy, facilitates the process of negotiations within states, changes the image that may be created for a state, improves or tarnishes its reputation on the international stage. Therefore, it is very important that every country works hard to have a successful diplomacy, which would help it to achieve and fulfill its objectives regardless of the field in which it is oriented.

5 Conclusion

The Republic of North Macedonia as a relatively small country has not yet developed soft power in terms of a well-organized and planned multi-annual strategy. The fact that the Republic of North Macedonia is a small country with limited resources is a weak point of the country's public diplomacy. But at the same time the fact that the Republic of North Macedonia is a small state, can be seen as a positive aspect and advantage in the sense that the country should deal only with segmented soft power in accordance with the fulfillment of some concrete goals, instead of having "global diplomacy" the kind that great powers claim. Nor can we ignore the fact that there is needed much work on improving the image of the Republic of North Macedonia abroad. It is of particular importance that the role and soft power applied by the state for certain purposes, must be constant, such as in the case of integrations.

However, due to the complex nature of the EU entity and the current challenges in dealing with various financial, economic and political issues, EU governments will also need to put more effort into staying focused on the European Union and Unity idea by promoting European identity and contributing to the idea of cooperation, joint acting and with mutual understanding. This will unify the differences, strengthen the EU's internal capacities and increase its external importance as the main decision-making entity on the global stage.

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Appendix 1 Questionnaire

The questionnaire was thoroughly elaborated by the respondents in order to obtain as much information and opinions in a short period of time to answer the same. The questionnaire was taken as one of the research methods for this paper.

Respondents are individuals over the age of 20, while the questionnaire was conducted with their prior consent to answer the same at the time when they will have the opportunity to share it to complete this questionnaire. Individuals employed in several Ministries and state administration agencies of the Republic of Macedonia were targeted, but due to

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

privacy, the names of the agencies were not mentioned in the research.

Gender

- Male
- Female

1. Age

- 20-30
- 31-40
- 41-50
- 51-60

Education

- Elementary school
- High School
- Bachelor
- Master

1. Does public diplomacy exist in North Macedonia?

- Yes
- No
- I have no response

2. The image of the Republic of Macedonia on the international stage for the integration of the Republic of North Macedonia in the Euro-Atlantic structures plays an important role?

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

3. Public diplomacy of the Republic of North Macedonia through the creation of public image, successful representation in the media, art, culture, sports plays an important role in the process of integration into EU structures.

1 Strongly Disagree

2 Disagree

3 Neutral

4 Agree

5 Strongly Agree

4. Political entities participate in the formation of public diplomacy of the state?

1 Strongly Disagree

2 Disagree

3 Neutral

4 Agree

5 Strongly Agree

5. In the face of aspirations for membership in the European family - should the peoples of the Republic of North Macedonia first overcome the differences of the past through intercultural dialogue among themselves?

1 Strongly Disagree

2 Disagree

3 Neutral

4 Agree

5 Strongly Agree

6. Knowing the culture of the other, strengthens the public diplomacy of NM towards European integration?

1 Strongly Disagree

2 Disagree

3 Neutral

4 Agree

5 Strongly Agree

7. How much is public diplomacy cultivated as part of cultural diplomacy of integration through art, culture and common heritage in NM:

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

1 Strongly Disagree

2 Disagree

3 Neutral

4 Agree

5 Strongly Agree

- Commencement of negotiations for integration into Euro-Atlantic structures
- Resolving the NM name issue
- Creating a positive image of the country in the region

8. Gender (female/male) influences the successful implementation of representation in the field of public diplomacy for the integration of the Republic of Macedonia in the EU?

1 Strongly Disagree

2 Disagree

3 Neutral

4 Agree

5 Strongly Agree

Appendix 2 / Results of the Questionnaire

Gender

Male 15 30%

Female 25 50%

Age

20-30 38 76%

31-40 6 12%

41-50 3 6%

51-60 2 4%

9. The cultural heritage of the nationalities in the Republic of North Macedonia is a precious reflection of the cultural diversity of today's Europe?

- Yes
- No
- I have no answer

1. Does public diplomacy exist in North Macedonia?

2. The image of the Republic of North Macedonia on the international stage for the integration of the NM, in the EU structures plays an important role?

(Likert scale, 1 strongly disagree-5 strongly agree)

1. 0 0%

2. 0 0%

3. 6 12%

4. 11 22%

5. 32 64%

10. Respect for diversity and cultural dialogue, the binomial that guarantees permanent compatibility between nationalities in the Republic of North Macedonia?

1 Strongly Disagree

2 Disagree

3 Neutral

4 Agree

5 Strongly Agree

3. Public diplomacy of the Republic of North Macedonia through the creation of public image, successful representation in the media, art, culture, sports plays an important role in the process of integration into EU?

(Likert scale, 1 strongly disagree-5 strongly agree)

1. 2 4%

11. Select one of the following answers which in your opinion would reflect a strong public diplomacy of the Republic of North Macedonia?

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

2.	2	4%
3.	16	32%
4.	15	30%
5.	13	26%

4. Political entities participate in the formation of public diplomacy of the state?

(Likert scale, 1 strongly disagree-5 strongly agree)

1.	1	2%
2.	0	0%
3.	7	14%
4.	16	32%
5.	24	48%

5. In the face of aspirations for membership in the European family - should the peoples of the Republic of North Macedonia first overcome the differences of the past through intercultural dialogue among themselves?

(Likert scale, 1 strongly disagree-5 strongly agree)

1.	6	12%
2.	0	0%
3.	14	28%
4.	13	26%
5.	15	30%

6. Knowing the culture of the other, strengthens the public diplomacy of NM towards European integration?

(Likert scale, 1 strongly disagree-5 strongly agree)

1.	0	0%
2.	4	0%
3.	7	14%
4.	12	24%
5.	27	54%

7. How much is public diplomacy cultivated as part of cultural diplomacy of integration through art, culture and common heritage in NM?

(Likert scale, 1 strongly disagree-5 strongly agree)

1.	12	24%
2.	6	12%
3.	18	36%
4.	7	14%
5.	5	10%

8. Gender (female / male) influences the successful implementation of representation in the field of public diplomacy for the integration of the NM, in the EU?

(Likert scale, 1 strongly disagree-5 strongly agree)

1.	24	48%
2.	4	8%
3.	13	26%
4.	5	10%
5.	2	4%

9. The cultural heritage of the nationalities in the Republic of Macedonia is a precious reflection of the cultural diversity of today's Europe?

Yes	50	100%
No	0	0%

10. Respect for diversity and cultural dialogue, the binomial that guarantees permanent compatibility between nationalities in NM?

(Likert scale, 1 strongly disagree-5 strongly agree)

1.	25	50%
2.	5	20%
3.	10	20%
4.	6	12%
5.	3	6%

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

11. Select one of the following answers which in your opinion would reflect a strong public diplomacy of the Republic of North Macedonia?

- Commencement of negotiations for integration into EU structures 5 - 10%
- Resolving the NM name issue 20-40%
- Creating a positive image of the country in the region 19-38%

JOURNALISM IN THE DIGITAL AGE – TIME FOR NEW SKILLS

VIKTORIJA KAFEDZISKA

Abstract

Journalism has always been an early adopter of new technologies, and the most recent changes are examined in the light of a history in which, although platforms keep on changing, journalism always survives. The questions raised here are essential for the future of journalism and all those who believe that journalism matters.

Journalism nowadays is more challenging than ever before. News is defined as how power flows through media organizations, influencing what journalists choose to present to their audiences and how they present it and then, in turn, what their audiences do with it. The digital age changes many journalism events, showing us that the text could even be written by artificial intelligence. Several challenges are critical. The digital era moves media companies from positions where they were gatekeepers and creators of the news agenda to platforms where companies control audiences. Social media and platforms allow audiences to collect information from many sources. Unfortunately, to live in an era of fake news and a crowd of information, at the same time, means to lose the war for journalism, and in the worst case, lose public trust. On the other side, the business model of media organizations weakens professional journalism, as it is faced with commercial and political pressure resulting in more diverse news than ever.

The shifts in news consumption are even more pronounced if one looks at the age of news consumers. There is a massive generation gap, with young people far more likely to seek information on digital platforms and older people more reliant on traditional media.

The multimedia world has created multiple dilemmas for the news business. Online journalism is not as profitable as traditional print or broadcast journalism. Advertising rates are just a fraction of the amount paid a few years ago for newspaper or television advertisements. Simultaneously, it is more costly to produce news for traditional media outlets that send reporters to news hot spots worldwide, take time for in-depth reporting projects and hire more expensive and experienced journalists.

Faced with a shrinking audience and financial woes, traditional outlets for years were in a state of denial,

protecting their bottom line by cutting costs to cover their continuing revenue losses. To survive, traditional media outlets are increasingly turning to multimedia journalism as the best way they can compete with the new journalism brands and new technology platforms.

Keywords: Journalism, digital era, audiences, skills, media

1 Introduction

Journalism is clearly defined in every book dedicated to the topic. The stories arise not chosen by chance, but through rules, according to agenda settings or editorial policy. These practical rules in journalism are everyday routine, but there is a more profound way of thinking behind them: what is the culture, ideology, and power, and on what basis will the events be chosen? Part of a journalist's training is about learning how to determine what counts as news. Trainee journalists may at first find it hard to work out what is considered 'newsworthy.' This process of learning is part of professional training, but it is also a means by which ideological bias is transmitted from one generation to another (Phillips, 2015)

When these rules are made, and messages are sent through media that produce the same norms, political economists and cultural theorists usually quote Antonio Gramsci's concept of cultural hegemony. He claimed that achieving and sustaining this hegemony was necessary to maintain power, but he also argued that this is a process, not an end; far from passively accepting ideas that have been fed to them, people need to be continuously won over, and through this natural resistance to power, Gramsci saw the seeds of change (Gramsci, 1973)

On the other side, Bourdieu and Wacquant theorize that individuals are shaped first by their social environment (family, education, class, gender), and each person defines themselves in relation to their peers. However, this is not a fixed state. Individuals define their own position in relation to other people who share their family, educational, or occupational group. They describe this as Habitus (Bourdieu & Wacquant, 1992). Journalists are then also constrained by the operation of the 'field' in which they work. Commercial interests constrain the field of journalism. Journalists working for non-commercial organizations are more autonomous in

that they are mainly constrained by the internal pressures of the field and its rules, including notions of public service and neutrality. In contrast, those working for highly commercial organizations are less autonomous in that they are primarily constrained by external commercial considerations and the need to attract audiences. Benson argues that the field is in turn influenced by an over-arching field of politics and the state, which uses law and regulations to influence the field (Benson, 2006).

As the Internet has ushered in a more 'open' form of journalism, in which audience feedback seems to take center stage, some researchers see the collapse of a hegemonic model of news production, with audiences becoming more involved both in interacting with news and in authoring news reports (Beckett, 2008) (Jarvis, 2006) (Russel, 2011).

New technologies have changed the way we communicate. They have resulted in the demise of printed newspapers and have radically altered the way people read magazines, watch TV news, view network TV entertainment, listen to music, watch movies, and talk on telephones. We have advanced from desktop computers to laptops to iPads to smartphones to smartwatches in a single generation. We read eBooks in the palm of our hands. We have witnessed the birth of blogs, microblogs, social media, and apps for everything. Almost everything we do in our lives—from receiving information to shopping to communicating with our family and friends—has been affected. This new world is digital. The journalism in this new era is also digital, seeking journalists who are well trained with multiple skills.

What is multimedia journalism? It is journalism produced on digital sources such as the Internet or mobile devices using multiple media. However, even in this digital age, there is still an unchanged, old-fashioned aspect to it. Multimedia journalism has the same rules for accuracy, fairness, and ethics. The public simply consumes it differently. And the public consumes it incessantly (Dunham, 2020).

So, the final question that opens before us is the future of journalism and what we need to know.

2 The Challenges of Journalism in the Digital Age

2.1 Media Organizations Create the News Agenda but Platforms Companies Control Access to the Audience

News nowadays is more accessible than ever before. Everyone who has a mobile and internet connection can read all day. In the past, there were just two forms of media, print and electronic, but today, everybody has a piece of news in his/her pocket. It also means that the platform companies that people rely on when navigating digital and mobile media are increasingly important for accessing and engaging with news and public life. We have moved from a world of direct discovery, where media organizations controlled both content and channels, to a world increasingly characterized by distributed discovery, where media organizations still create content. However, people access it through platform products and services like search engines, social media, and news aggregators.

In 2018, two-thirds of online news users across 37 identified different markets worldwide distributed forms of discovery as their primary way of accessing and finding news online (Newman, et al., 2018). Amongst those under 35, three-quarters relied primarily on distributed discovery¹.

The news agenda is framed in the editors' room in this digital world, but they are not the gatekeepers, as they were 10 years ago. Now we witness two kinds of gatekeepers: editorial rooms that control the content, and the medial platforms that control access to the audience. From the perspective of creating public opinion, the second one is more significant because they can see how much a news item is being read and what is most important at the moment.

What is particularly worrying in journalism today is the possibility of spreading false news that a media literate person can easily and immediately recognize. However, not everyone has the time and opportunity to do so, so the digitized world has given us easy access to the news, but on the other hand, a good journalist must always take care of the sound, old-fashioned fact-checking, and verification process.

¹ The Reuters Institute *Digital News Report* is based on a nationally representative of adult news users with internet access and in 2018 covered 37 markets on 5 continents with a combined population of 1.6

billion. It is the largest ongoing international survey of news and media use in the world and map of global trends. More info at <http://www.digitalnewsreport.org>

2.2 Digital Media Drive the Audience to Use More Different Sources of Information

Empirical research finds that using Facebook and Twitter forces people to use different news sources, but in practice, most of us follow three or four news sources on a routine basis. However, there is inequality between people who like to read the news and those interested in other content. This inequality is often seen in both economic and social differences (Newman, et al., 2018).

In some cases, the choice of news is also due to the political orientation of the reader. People often choose what is close to their political, moral, and other views and values. When they read something like this, they perceive sources as objective and accurate. For most people, digital media use is thus associated with more diverse news use. However, information inequality is a real risk, as is political polarisation – risks fundamentally rooted in political and social factors but can be amplified by technology.

2.3 Journalism in the Digital Era Loses the Attention of Audiences, and in the Worst Scenario, Loses the Public Trust

The rapid development of technology and social networks has made the news accessible to all. Some people are addicted to the news and check it several times in a row, and others go to a site. These differences are not only due to the public's interest, but in many countries, the question arises as to whether journalists and the media can be trusted.

There are significant variations from group to group, and country to country, but across 37 markets surveyed in 2018, only 44% of respondents said they trust most media most of the time, with a gap between 49% of liberals in the United States expressing trust in the news, compared to just 17% of conservatives, and ranging from a high 62% who trust the news in Finland to a low of just 25% in South Korea (Newman, et al., 2018).

These trust issues are tied in with partisan political attacks on independent journalism and widespread concern in much of the world where many feel news media are unduly influenced by outside economic and political interests (Newman, et al., 2017).

Trust in news is also tied in with the issue of disinformation. Distrust in the media also comes from much misinformation. This informational oversupply causes a crisis not only in the organizations but also in the public trust. Attacks on journalism and news media

by these and other political and business leaders can further undermine trust, demonstrating how trust in journalism depends on reliable reporting and political context where public officials respect independent news media (Van Duyn & Collier, 2018).

2.4 The Media's Business Model Weakens Journalism and Leaves It Exposed to Economic and Political Pressure

The media always took care of their viewership, entertainment, and reading because they depended on it financially. The only exception to this is public broadcasters, financed in other ways (without commercials).

However, with the digitalization of the media and the increasing consumption of news across platforms, advertisers are increasingly following readers, increasing the sophisticated targeting of the audience. This set-up reduces the quality of the news because, in the clicking race, it forces a sensationalist approach to reporting (in this context, fake news can also be analyzed). The risk here is not simply retrenchment and less coverage of many important issues, but also that a less robust business of journalism is more vulnerable to media capture by the state or politically motivated owners and to pressure from advertisers (Nielsen, 2016). We already see governments across the world strategically using state advertising to influence news media, just as some private interests are subsidizing, or sometimes acquiring, news media to advance their commercial or ideological agenda (Schiffrin, 2017).

2.4 News Are Diverse: The New Generation of Journalists Need More Education and New Skills

Today, journalists are forced to work on various topics, constantly in the race against time, but to some extent, it makes them know less and less about the problems they write about. Investigative journalism is marginalized and almost abandoned. On the other hand, digital media have given access to many marginalized groups and the opportunity to hear more sources. Media literate people have the opportunity to do fact-checking. In a word, digital media have enabled the expression of many views. However, a significant difference should be made between what individuals do by expressing views through blogs and other formats and what good quality journalism means by presenting verified and confirmed facts.

3 New Era, New Skills

A journalist needs to know how to write a story. News programs are so interesting because they have a form of storytelling, a vital technique for every period. However, nowadays, more important is to visualize and put the text in relation to a video. Also, today's journalists are 24/7 online, and they produce news rapidly, first on the website then maybe on Twitter and other social media channels. Therefore, multimedia journalism is about more than multimedia. It is not enough to learn how to create interactive graphics, slide shows, timelines, data visualizations, and embedded documents (Dunham, 2020).

To do this, today, journalists need to know few things. They must concentrate on the "why" in the story, provide the analysis and context, and focus on the audiences' attention. It is imperative to give information that is correct in writing and pleasant, but also very interesting and informative. One can not be a good journalist if he/she is not curious. With all of the available tools, journalists need to understand how to use them technically and comprehend how each multimedia format can best be used for storytelling. "Each medium is very, very special, and you have to understand the best of each medium, rather than taking the old content and plunking it on the web," Joyce Barnathan, president of the International Center for Journalists, told the Global Business Journalism Program² (Dunham, 2020).

Information is everywhere, so good news must deliver value. A journalist can add more value if s/he gives people a nugget of wisdom or insight that they have not seen or heard anywhere else. "You're not competing on the basis of whether you have unique news," writes journalism blogger Steve Yelvington. "You're competing with the entire world on the basis of the value that consumers get out of your product." (Yelvington, 2009).

To tell the stories, nowadays, journalists use social media, and they are omnipresent. Social media can be used to find analyses and information, but they have a wicked side, such as spreading fake news. Not all audiences possess media literacy to recognize what is true and what is a lie. Even if it suggests a conservative value, a journalist must be careful and fair. Accuracy is vital and gives credibility to the reporter. There is no way to define what is meant by fairness explicitly.

Charles L. Overby, the former CEO of the Newseum in Washington, suggested the following alphabetical approach to journalistic fairness: Accuracy + Balance + Clarity + Detachment + Ethics = Fairness (Overby, 2009).

In the end, we must mention ethics, as a standard, as a value. The bottom line is that quality journalism is more important than ever in today's world of rapidly changing news delivery. One must deliver world-class journalism—but quicker and on varied platforms. "We need to improve the practice of journalism, hourly," Pulitzer Prize-winning investigative reporter Eric Lader wrote on his Facebook feed on June 23, 2016.

4 Conclusion

New technologies have changed the way we communicate. They have resulted in the demise of printed newspapers and have radically altered the way people read magazines, watch TV news, view network TV entertainment, listen to music, watch movies, and talk on telephones. We have advanced from desktop computers to laptops to iPads to smartphones to smartwatches in a single generation. This new world is digital. So the journalism in this new era is digital, needing journalists who are well trained with multiple skills. It is journalism produced on digital sources such as the Internet or mobile devices using multiple media. One of the challenges of journalism is, that we have moved from a world of direct discovery, where media organizations controlled both content and channels, to a world increasingly characterized by distributed discovery, where media organizations still create content, but people access it through channels provided by platform products and services like search engines, social media, and news aggregators. Many empirical studies find that using Facebook and Twitter forces people to use different news sources, but in practice, most follow three or four news sources routinely. Journalism in the digital era loses audiences' attention, but in the worst scenario, it loses public trust. These trust issues are tied in with partisan political attacks on independent journalism, as well as with widespread concern in much of the world where many feel outside economic and political interests unduly influence news media. Today, journalists are forced to work on various topics, constantly in the race against time, but to some extent, it makes them know less and less about the problems they write about. So, the news is more diverse

² This quoted sources were quest speakers and visited professors, in the Global Bussines Journalism program at Tsinghua University

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

and the new generation of journalists needs more education and new skills.

However, nowadays, it is more important to visualize and put the text in relation to video. A new challenge for today's journalists is that they are 24/7 online and produce news rapidly, first on the media's website, then maybe on Twitter. They must concentrate on "why" in the story, provide the analysis and context, and focus on the audiences' attention. It is vital to give information that is correct in writing and pleasant but is very interesting and informative. So nobody could be a good journalist if he/she is not curious. To tell the stories, nowadays, journalists use social media, and they are omnipresent. Social media can be used to find analyses, information, and other things, but they have bad sides too, such as spreading fake news.

In the end, even with all this technological progress, journalists must remember the first rule from the "old school" - that news always must be accurate and fair and consider fundamental ethical values.

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THE USE OF THE TERMS FAKE NEWS AND DISINFORMATION IN THE PUBLIC DISCOURSE IN NORTH MACEDONIA

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Abstract

The advanced digital technologies brought numerous benefits in the today's communication and societies. These dynamic changes are affecting all aspects of our lives, including culture, economy, education and the political life, amongst many others. But, as it has been proven through history, most of the modern technologies are two sided, they bring both positive and negative effects in our lives.

The rise of disinformation has been one of the most remarkable phenomenons in recent years. The previous models of filtering of information by professional journalists and editors has been replaced with new automatic models like algorithms and web-crawlers used mostly by the social media and various news aggregators. These automatic systems are designed to select and provide information to the users based on their previous activities online and their content preferences. In this process managed by AI the filtering of disinformation, speculations and unconfirmed reports is proving to be far less successful than the previous models of editorial selection and approval.

Also, the digital transformation has contributed to transposition of various communication practices into the online sphere, including the ideological and geo-political disputes. The term "Cold War 2.0" in

this context is used by more and more researchers to reflect the increasing use of the digital sphere for the s.c. information wars between global political super-powers.

North Macedonia has been part of the conversation regarding disinformation since 2016 and the case of Veles teenagers involved in the spread of disinformation during 2016 US presidential elections. Since then disinformation has become part of everyday political practice and has been "normalized" in the political communication. In this context it is essential who is deciding what is disinformation and fake news. This paper will research through quantitative and qualitative

analysis who are main factors in deciding what is disinformation and fake news.

Keywords: disinformation, misinformation, fake news, infodemic.

1 Introduction

In everyday communication the distinction between facts and opinions is usually blurred and they often overlap. But in semantics and linguistics they each have very different meaning and effects in communication. Facts are verifiable information, and their accuracy can be examined and verified. The accuracy of the facts does not depend and cannot be contested by views and opinions relating to the facts themselves. For example, "The first case of coronavirus in Macedonia was registered at the Clinic for Infectious Diseases in Skopje on February 26, 2020" (Fact 1 – F1) is factual information that can be checked and confirmed.

An opinion is a personal or group position or attitude towards the given facts. Opinions and attitudes arise from the need to comment on the facts, to give a broader meaning and sense to the facts, or to draw some sort of a conclusion. Different opinions, views or conclusions can be drawn from the cited factual information:

Opinion 1 (O1): The first case of coronavirus in Macedonia was quickly identified due to well-organized health protocols and preventive measures.

Opinion 2 (O2): Macedonia allowed infected people to enter the country due to poorly organized health protocols and preventive measures.

The meaning of the opinion or attitude itself depends on the way the facts are interpreted. In order for the opinion and attitude to be convincing it is necessary for the reader to be clearly informed from which point of view the facts are interpreted and how precisely the conclusions were drawn.

Belief, or conviction, is a broadly held attitude or view based on personal or group opinions and experience as part of a particular culture, moral code, or value system.

Beliefs and convictions are often difficult to dispute because they are based on a determination and faith in something that constitutes a personal or group identity and culture. For example, Scientologists' belief that life on Earth originated from an alien life form called Xenu, is very difficult to verify through, much like the Indian belief that the cow is a sacred animal (Tomić, 2003).

Without delving too much into the anthropological and philosophical aspects of these concepts, it is important for the purposes of this analysis to say that the role of the media today in shaping opinions, attitudes and beliefs is critically important. A large part of our views are based on information we receive from the media and if they do not properly filter the facts from false and misleading information, all these important processes, such as the formation of views and opinions on important social issues, can be seriously undermined.

2 The Effects of the media Filtering and Dissemination of Information

The media have the key function in the society, by selecting the information and the contents they publish (the so-called "agenda setting"), to filter and influence what types of attitudes and views will prevail in the public communication sphere (Herman and Chomsky, 2002).

One of the fundamental theories of communication and the media quotes that "The media cannot tell you WHAT to think, but they can very easily tell you WHAT to think about". In this sense, the media condition and guide the process of formation of public opinion. The information that is ubiquitous in the media, through repetition and conditioning, easily becomes a widespread belief or attitude, often without actually being based on verified facts.

In such cases we say that the media reality has prevailed over the factual reality and has become a generally accepted belief within the society. This effect of the omnipresence of certain information is much easier to achieve today in the age of online media. Information is not only easily transmitted, but also very easily replicated and multiplied on different platforms and on different media channels. Thus, it should be noted for example, that the new type of so-called "Copy-Paste Journalism" present in the North Macedonia and the wider region, where certain news are copied and published in high number of other media, beside the immediate effects also has its own in-depth media effects (Tahiri and Adamcevski, 2017). Typically, the creation of widely accepted opinions based solely on

automatic reproduction and dissemination of information and content, can lead to false belief that the ubiquity of this information actually means that these information are actually factual.

3 Who Determines What are Facts and What is Disinformation?

There is a lot of information in the media content that cannot be fully verified and it must be complemented by journalist opinions or assumptions. Also, journalists and the media, due to their personal beliefs and interests, often mix information and opinions, or present personal views as information, which leads to disruptions of objective, or more precisely, impartial informing. In these cases, we tend to rely on the views of other competent individuals or groups that we trust. Trust is a key factor in shaping opinions and attitudes because it simplifies and facilitates the process of their formation. It should be added that the trust is a very fluctuating term, i.e. we can gain or lose trust in someone or something depending on our experience.

For example, the authority of the church as an institution in the Middle Ages was critical for the prevailing of the wide belief that Giordano Bruno's claims that the earth is a sphere were false and heresy. Giordano Bruno, although in possession of scientifically verified facts, still faced resistance to the widespread belief that the Earth was flat and that the Earth is the center of the universe. We can conclude from this, and many other similar historical examples, that widespread beliefs often have the potential to subordinate and override the facts. That is why it is very important in any society how the process of selecting facts and filtering of information, as well as choosing which topics should be covered by the media (Wilkins and Glifford, 2009).

The truth in a society, most often, comes down to what the majority believes. It is important to note here that the one who determines what is fact and false information in a society should deserve the trust in this information filtering process. Trust in these actors in society means responsibility and care for the general and public interest, because without trust society can not function properly and efficiently. At the forefront of this responsibility to ensure trust in the credibility of public information are the institutions of the system, professional services, members of the scientific community, educators, researchers, experts, members of the civil society who have experience and work in various areas of public interest, and of course

journalists, who should be the first ally of the citizens in providing accurate information.

4 Who Determines What are Facts and What is Disinformation in North Macedonia?

For the purpose of this research, the use of the terms Disinformation and Fake News were analyzed in the Macedonian media outlets during the month of May 2021. The main goal of the research was to determine how the public in North Macedonia is informed about disinformation and fake news, i.e. which actors in society check, determine and confirm what is fake news or disinformation. Also, in the research one of the key goals was to determine whether this process of checking news content and public informing was analytically observed by other sides, which sources are used, and in general whether there are actors in the society who follow and correct how these terms are used in the public discourse.

In the research we included the news websites and their published articles in Macedonian language from 01-31 May, as the most recent data before the conference for which this research paper was prepared. In this group of media there are three (3) subgroups:

- (a) Online media in form of news websites, news blogs or news aggregators
- (b) Electronic media (television, radio) who publish their news on their websites as well
- (c) Print media who publish their news and content on their websites as well.

This distinction for the Macedonian media is very important because they function on different levels of regulation. The electronic media (TV and radio) are subjected to regulation overseen by the Agency for Audio and Audiovisual Media Services (AAVS) which role and responsibilities are defined in the Law for Media and the Law for audio and audiovisual services. The other media outlets included in the research are not subjected to regulation as the work of online and print media are not stipulated in a special law. Their work is indirectly narrowed only by the Criminal code and the Law on Citizens responsibility concerning insults and defamation. The legal framework affects how media content is prepared and disseminated, and many researches show that the presence of disinformation and fake news is predominant in the online media in North Macedonia. They often serve not only as megaphones for political propaganda, but also as main generators of disinformation which is the replicated in the other

media, including the national television stations and the print media.

As part of the research material in **total 99 published articles on 25 cases or topics** was collected. They were published and broadcasted on variety of online, electronic and print media during the month of May 2021. Within this group of articles reporting about disinformation and fake news, i.e. publishing public claim that something is disinformation or fake news, the following segmentation was identified.

In 30% of the news and public information published in the media claiming that something is disinformation or fake news, the sources for this information are politicians. Additionally, in 15% of the published articles, the source of what is disinformation or fake news are political parties. Additionally, 18% of selected articles belong to public institutions, 6% to journalists and NGOs, and only 2% to experts and 1% to fact-checkers. The rest of the 21% of articles are related to the reports by the social media platforms, such as Facebook, YouTube or Twitter, and their decision to remove some content from their network because it was determined to be disinformation.

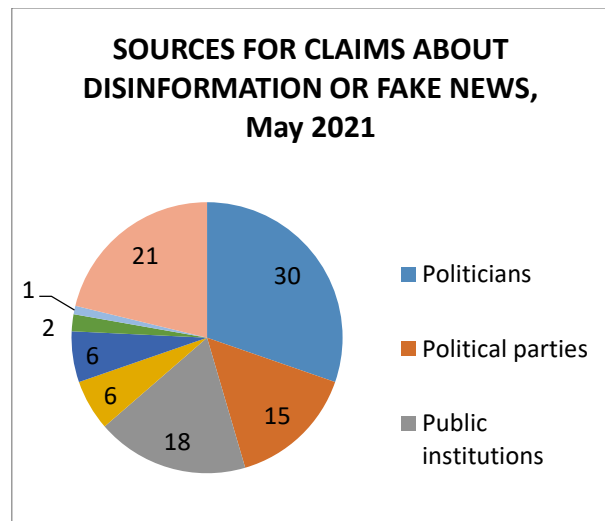


Figure 1. Sources of information for claims on news being labeled as disinformation or fake news (in percentages)

Also within this research, in addition to the distribution in the use of these sources, it was determined that in over 91% of the cases these sources are the only used source, i.e. there is no additional journalistic processing of the information in the published news, consulting additional relevant sources, etc. The claims of these sources that something is fake news or disinformation are not further

analyzed and no second or third source is included to provide additional information.

5 Conclusion

The quantitative data collected in this research is influenced by additional factors and certain variations depending on social context, for example, whether it is a pre-election period or not, but the tendencies for the researched variables are very clear. Political entities have the greatest influence in determining what disinformation is (in almost half of the reported cases), and the media are not committed enough in verifying allegations about some report being disinformation and re-examining them. Experts and fact-checkers are involved in only 3% of news reporting about disinformation. These trends are worrying and show the tendency of political actors to control not only the creation of disinformation for political needs and interests, but also to take the lead role and control over what is declared as disinformation and fake news.

The main reasons for the current conditions could be identified in the following fields: the insufficient professional work of most of the media, the low critical public awareness and the growing influence of the Internet and online media, where the professional journalistic standards, for example the inclusion of more relevant sources in one news, all less used than in the traditional media, print, radio and television. Public awareness of the importance of these processes must be continuously improved and it is necessary to increase efforts to strengthen professionalism in the work of the media including regular adhering to the journalistic standards.

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Digital Transformations

REINVENTION OF NEW BANKING BUSINESS MODELS IN REPUBLIC OF NORTH MACEDONIA

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Abstract

Banks represent the foundation of every financial system. However, their role as main intermediate and liquidity provider starts fading and many authors argue that “brick and mortar banks” would even disappear. The digital economy brought in rapidly changing technologies, increased knowledge intensity and led to creation of new models of businesses and service delivery channels. The financial landscape in developed countries has already started to change with the entrance of Fintech companies, challenger and neo banks, which in turn meant actual threat to incumbent players. As a response, the traditional integrated corporate banking model started shifting towards diverse digital banking ecosystem of bank and non-bank players.

This research paper identifies and analyses the key drivers that are changing the banking business model in developed countries and correspondingly describes three possible scenarios for Macedonian banking system which will imply changes in the current banking business models. Within the scenario framework, special attention is given to the opportunities and threats that banks may face in their main group of activities (services and products). Additionally through conduction of SWOT analysis this research paper shows the advantages and weaknesses that Macedonian banks have in the new digital banking ecosystem. The customer preferences, advanced technology, the entrance of new competitors and changes in regulation will initiate drastic changes in the banking sector where Macedonian banks must rethink their business model in order to remain competitive. Therefore, the main purpose of this research paper is to propose reinvention of bank business models in the new digital banking ecosystem.

³ This study was financed and technically supported by the European Fund for South East Europe’s Technical Assistance Facility. The study was coordinated and led by the National Bank of the Republic of North Macedonia, with support from a United Kingdom based Fintech advisory firm Vedanvi.

⁴ These participants were grouped into the following stakeholder groups:
1. Banks

1 Introduction

The rapid spread of information and communication technologies impose digital transformation of every business sector in the economy and creation of New Economy, or digital economy. The financial sector as important part of the economy is not omitted from this digital transformation. After all, the financial sector should lead the introduction and usage of innovative digital technologies in offered services, products to clients and in internal matters regarding the financial companies’ architectures, IT infrastructures and working procedures.

Many banks in Republic of North Macedonia follow the new trends in digital banking in order to maintain their competitiveness on the banking market. However, by monitoring the process of digital transformation we can say that today this process is at its beginning. Each bank uses digital technology to expand its product ranges and services to clients and attempts to focus on the specific needs of the buyer. Yet, Macedonian banking sector still lacks the competition from new entrants, such as fintech companies due to the fact that new regulatory framework is needed to be implemented in order to support them. In this context, in the second half of 2020, a study³ was led and coordinated by the National Bank of Republic of North Macedonia for the purpose of mapping the development of the Fintech sector in North Macedonia and to assess the opportunities, barriers and challenges posed for innovation and for new market participants. According to the conducted survey, among 220 participants⁴, 72% of the bank and non-bank financial institutions answered that they initiate digital transformation, where banks are further ahead in their digital transformation.

By describing the impact that the digitalization trend has on global scale in the banking sector and the new

2. Non-Bank Financial Institutions, such as Insurers, leasing companies and other non-bank lenders

3. Alternative Finance Firms, such as lending firms as well as Technology Providers to Financial Services

4. Accelerators, Investors and Development Partners, including Consultants

5. Regulators spanning all financial services sectors

6. Relevant Government departments.

surroundings that currently take place in RNM, it can be concluded that changes are starting to happen in Macedonian banking and/or financial sector. The key drivers that actually are changing the banking landscape and strive to imply creation of new digital banking ecosystem are already identified and will be further elaborated.

The purpose of this paper is to point out alternative scenarios for further development and transformation of the banking sector and the main contribution is focused on proposing appropriate business models for banks in order to respond to this new turbulent environment.

2 Key Drivers that are Changing Banking Landscape

The banking landscape is continuously evolving and is constantly under the influence of many trends. Today, digitalization is the most significant of the several trends that shape the banking industry. The most important factors identified here, are customer preferences, usage of advanced technology, entrance of new competitors and changes in regulation, which will determine the basis of the scenarios and their results. Hence, it can be concluded that the bank has very little control over the driving factors and the only way it can use them to its advantage is if to recognize them, understand their impact and if they do not go in its favor, then it should influence into creation of new driving forces (Mason, M.K., 2015).

Customer preferences. Contemporary's customers have different behavior norms than before and they are looking for more aesthetically appealing, highly personalized and context aware financial services, so that the need of the moment is served quickly without bank's clerks lumbering intervention. Furthermore, millennials want to be in control of their own finances, acquire for a self service model and want to try different financial solutions from different service providers, whether is from different banks and/or different new players such as neo banks, challenger banks, Fintech companies etc. **Usage of advanced technology.** Many authors and practitioners see the development of electronic banking as a revolutionary development, but, when broadly speaking electronic banking is another step in how banking processes, organizational structure and offered services evolve. For instance, by using advanced technology banks have different alternative channels for interaction with customers at their disposal. Online and mobile banking have already changed how customers engage with the bank. With customer

interaction through digital channels, banks may also use the generated behavioral and transactional data. By analyzing this newly available data banks may have even more meaningful ways to engage customers by developing new innovative solutions.

Entrance of new competitors. For years, banks have competed primarily with other banks with mass branch networks, marketing campaigns, and different fixed and variable loans' and deposits' interest rates. The offering of variety of financial services meant moderate competition in which several large banks had the lead due to their large share of the market. However, although customers use deposit, payment and credit facilities offered by banks, today they are no longer the only players in the banking market. On global scale, the main areas of banks' functioning are covered by FinTech companies, challenger banks and neobanks. These new financial intermediaries are changing the banking landscape and add full digitalization in banking products, services and activities. In order to remain competitive, banking sectors characterized by the presence of large incumbent players may help ensure that new offerings rapidly reach a wider share of customers. In other words, banks operating in countries with high concentration rates, such as Macedonian banks, have larger incentives to be the first movers in securing partnerships with Fintech players and hence gain rapid customer adoption.

Regulations. The digital transformation of banks and the entrance of new Fintech players is impracticable without a legal framework that leads and allows usage of technology and financial innovation. Most of the laws in Republic of North Macedonia are designed to protect the incumbent players, and these laws could actually discourage new entrants in the banking market. Additionally, according to the above mentioned conducted study Macedonian regulators already acknowledged that current regulation may not always accommodate Fintech business models. Macedonian regulatory framework should consider changes and updates in the Anti-Money Laundering and Combating the Financing of Terrorism Law, Electronic Signature Law, Data Protections Laws, and Laws on Obligations in order to impose creation of new banking landscape. The main limitation in these laws is that they require physical presence for identification when opening a new account or conduct a transaction. However, aside these facts, there are strong initiatives for changing the current regulatory framework. For instance, there is an expectation of accelerated implementation of the new payment services and systems regulation transposing

PSD2 (Payment Service Directive 2) and other relevant EU directives and regulation in the payment area, which are aimed to make payments safer, increase protection of consumers' data and reducing the risk of fraud for electronic transactions, foster innovation and competition while ensuring a level playing field for all players, including new ones.

These discussed key drivers have high influence over the business but with relatively low uncertainty, meaning Macedonian banks should expect these changes to happen. However, in which direction should these factors evolve, actually explains the differences between various scenarios.

3 Alternative Scenarios for the Future of Banking System and Proposal of New Banking Business Models

If the scenarios are well integrated into the process of business planning, they would be considered as effective test conditions of the chosen business model. In this way, new alternative creative strategies can be identified that will prepare the bank for the uncertainty in the future.

Scenario 1 – Dominations of Banks. In this scenario regulators and the monetary authority are increasing barriers for new digital driven entrants in the banking market. The incumbent players, i.e. traditional banks keep their customer base and are not threaten by Fintech companies in their areas of functioning. Clients remain loyal to already established and trusted banks and banks maintain their business model. However, customer preferences are still changing and therefore, banks make efforts to respond to these changes and invest by themselves in creating of new digital and financial services and products that are tailored according to them. Scenario 2 - Reinvention of Banks. In this scenario, new digital entrants are even encouraged to enter into the banking market. Regulators believe that the development of the Fintech sector will provide greater opportunities and better services, primarily for consumers, but also for small and medium size companies. In this scenario, customers gain trust in the new bank and non-bank players and face with attractive offerings because of the low cost for their entering. Existing banks fail to make digital transformation quickly enough because of their decades old and lumbering systems and are at risk of being taken over by the new banking players. Traditional banks and new entrants offer their services to different marketing

segments. For instance, new entrants use crowdfunding platforms for capital raising of startups, small and medium size companies, or companies/projects with higher risk, while incumbent players provide funding to companies which are in later stage of their life cycle.

Scenario 3 – New Banking Ecosystem. In the “New Banking Ecosystem” banks cross the traditional boundaries of the banking industry and together with non-bank players operate on the same market in order to deliver to banking customers products and services with added value. In this banking customer faced ecosystem, incumbent banks are reluctant to acknowledge the power of digital networks, and the new bank and non-bank players gain significant market share. Customers prefer new players' consume tailored services where they can acquire wide range of services “under one roof”. Therefore, as a last resort incumbent banks transform themselves into platforms that provide special knowledge/ expertise or know how and capabilities to the wider banking ecosystem.

In the process of digital transformation of the whole financial system, threaten by the arrival of Fintech companies and changed customer preferences, incumbent banks have their own strengths, i.e. they have excellent market access, well dispersed branch network, reliable and established products, established brands and hence customer confidence as well as the budget to bring innovations to market; and if these strengths are properly combined with a sustainable innovation management, then these banks would change their business models and survive. The proposed business models in this research paper are:

1. Banking as integrated service. The first business model is a model in which licensed bank offers fully supported product or service on the banking market and, also integrated into to the products of the new player which is not licensed as a bank. In this manner the new player offers customers digital banking services, such as IBANs, debit cards, loans, and payment services, but without having to acquire a banking license of its own. In this way, the non-bank company/new player acts as an intermediary and is focused only on development of mobile application and its features. This mobile application communicates with the bank's system via APIs (Application Programming Interface) and Webhooks, allowing customers to manage their cards and access their accounts and transactions. Although,

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APIs⁵ have been used for over 20 years, nowadays is becoming attractive in banking industry, because Fintech companies and other financial institutions started implementing technology solutions for their customers. The non-bank company/new player using APIs will have to be registered as BaaS agent (banking-as-a-service under the EU legislative), which could be accomplished faster and with less capital requirement as opposed to the requirements to obtain a license of its own.

This business model is built upon a standardized offering of fully supported service (conducting transactions, and providing of custody and depositary services). Therefore, banks should focus on exploiting economies of scale through partnership with the new players. With the disaggregation of the value chain bank can benefit by becoming banking platform for unlicensed new players.

2. Open Banking model – Partnership model. In general, open banking as a financial services term refers to enabling third party providers to access customer's financial information in a consented and secure manner. However, the Payment Services Directive 2 (PSD2) is European-wide regulation that requires financial institutions serving European markets to allow Third Party Providers (TPPs) access following customer consent to payments, customer transactions and account data. PSD2 is also a crucial step towards implementation of Open banking and evidence of the increasing importance that APIs are acquiring in different financial sectors. Therefore, the implementation of the Open Banking model presupposes implementation of the PSD2 Directive, where the new players will be registered, licensed, and regulated at EU/national level. Barriers will be removed for these companies, therefore increasing competition, which should translate into lower costs for customers. Additionally, with these changes in Macedonian regulative related to payment systems and services it will be addressed and the biggest concern for banks, that is reducing the risk of fraud for electronic transactions, and enhancing the protection of the customers' data.

With Open Banking business model, banks are legally required to provide third parties with access to their banking data. In the previous business model, non-banks/new players integrate the full breadth of financial services into their own products. In the Open Banking

model, non-banking companies/new players simply use the bank's data for their products, and they are also called Third-Party Providers (TPPs). The critical thing to remember is that TPPs cannot provide banking services as they do not hold a banking license. They simply use data from bank accounts in order to provide aggregated data or to initiate transactions.

On the side of banks this model means abolishing the traditional predominantly closed and defensive way of managing customers' data and their financial positions. Banks will have to work in a more collaborative and open manner, both with other financial institutions and financial technology startups, for the benefit of end-customers. The main purpose of this model is to give third party providers (TPPs) access to customers' financial information, and indirectly offering them, especially individuals and small to medium-sized enterprises, holistic products and services, which increase customer satisfaction, loyalty, and most importantly, revenue.

3. Platform banking, enables construction of customized faced ecosystem to meet every customer needs. Banking ecosystems operate across traditional industry boundaries, with different players working in the same space for the purpose of delivering to banking customers services they need and value. Third-Party Fintech companies create financial products and services for bank customers, and these services are integrated with banks acting as infrastructure providers. In this banking ecosystem, banks can deliver more meaningful customer experiences and can follow customers beyond the boundaries of their traditional relationships. In other words, banks that choose this business model will have product offering across retail, private, corporate and investment banking and asset management. In this manner banks would have exceptional value proposition, i.e. flawless control over front-to back processes even if that processes are outsourced. In this constellation, banks bring their expertise in security matters, compliance, and especially in distributing financial products. The licensee remains the bank, regulated by the central bank. As to the banking services the Fintech companies offer on the platform, they partner with companies whose cutting-edge technology offers competitive advantages that meet customer expectations for whatever stage the customer is in.

⁵ defined, API is a group of tools and protocols used to build software and applications that connect to other firms' pre-existing technology. In the banking, APIs give financial institutions the ability to connect

with businesses and consumers, transfer information at a more convenient pace, and expand the number, breadth of services they can offer and distribution channels.

Traditional banks often use this platform banking business model to add value to the customer experience and as an incentive to secure the customer's loyalty. By integrating fintech services into their platform, they keep their customers in the bank's network, even if it means giving a share of the revenue to the integrated Fintech companies.

4 Conclusion

The digital transformation in the new economy embolden fintech companies and many startups to enter the banking sector using new technologies, such as APIs, artificial intelligence, machine learning, big data analytics and introducing products and services with added value for end customer. The digital transformation is already changing banks' environment and the scenarios described in this research paper only show several paths to its further development in the future. Therefore, banks need to continuously monitor the key drivers and signals from the external environment and consequently to make anticipated changes in the scenarios. Additionally, these proposed business models are based on assumptions about possible changes in the Macedonian banking sector by following the examples of changes in the banking landscape in Western developed countries and they need to be continuously adapted to the newly imposed conditions in the scenarios.

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Economics

GENERAL EVALUATION OF SOYBEAN FARMING IN RECENT PERIOD OF TURKEY

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Abstract

In addition to the importance of vegetable oils and oilseeds for human health, their consumption is constantly increasing because they are the raw material of many industrial branches. In addition to being an oil plant rich in protein, soybean is a cultivated plant with a wide range of uses. Turkey, in terms of soybean acreage 46th in the world, the 32nd in terms of production amount, and 1st place in terms of efficiency. The purpose of this study is the evaluation of soybean production in Turkey in terms of cultivation, yield, average selling price, and the applied policies. The data of the Turkey Statistical Institute with the United Nations Food and Agriculture Organization and related sector reports and other studies have been utilized. In the research, the projections were made until 2024 by using the data for the years 2005 and 2020. According to the results of the soybean acreage, the amount of production, yield, and price in the future will be in the upward trend is predicted at different rates in Turkey. The regression coefficients of these increases were approximately 82%, 85%, 86%, and 91%, respectively. Soybean imports, exports, and foreign trade balance are expected to tend to increase with different rates of regression coefficients by 64%, 71%, and 68% in near future in Turkey. Soybean is cultivated to a limited extent due to cannot compete economically with other crops grown under the same conditions in Turkey. For soybean agriculture to become widespread, it is necessary to increase agricultural extension activities and public support rates. This research also provides useful results in terms of covering up-to-date data on soybeans.

Keywords: soybean; production area, amount, yield, sales deals, Turkey.

1 Introduction

The increase in the human population, the increase in the importance given to health, and the increase in the demand for products have increased the importance of many herbal products in our lives. Soybean is one of

these plants. The importance and spread of the soybean plant have increased due to the increase in mechanization in agriculture, the increase in the need for oil and protein after the Second World War, and the fact that the protein obtained from the unit area is cheaper and more than other plant and animal feed sources (İşler, 2021; Ministry of Agriculture and Rural Affairs, 2013). In addition to its health benefits, it is among the most produced products in the world. Soybean is a plant from the legume family, which is compatible with different climatic zones and can be grown in many parts of the world (Anonymous, 2021). Its homeland is Far East countries (China, Korea, and Japan, etc.) and it is the main food source for people in these countries (Anonymous, 2021; Ministry of Agriculture and Rural Affairs, 2013). The genetic origin of Soybean (Glycine Max), which is among the oldest cultivated plants, is China and Manchuria (Anonymous, 2021; İşler, 2021). It is one of the five plants (paddy, soybean, wheat, barley, and corn) considered sacred in Chinese civilization. It has a very important place especially in eastern cuisine and is a dietary habit for Asian people (İşler, 2021).

It is one of the top 5 herbal products among the important plants in the world nutrition because it contains approximately 20% fat, 45% protein, 30% carbohydrates, and many vitamins, minerals, and amino acids (Anonymous, 2021). Although it is in the legumes family due to the high oil content in its seed, it is among the oilseed plants (Ministry of Agriculture and Rural Affairs, 2013). Edible oil is obtained from its seed, which is consumed in the form of both liquid oil and margarine. The remaining soybean meal is highly preferred in the food industry with its high nutritional value due to the rich protein it contains. The use of soybean as animal feed is also available (Anonymous, 2021). It is also called the “Miracle Plant” because it is widely used in industry as well as in human and animal nutrition (Ministry of Agriculture and Rural Affairs, 2013). After the 1st World War, soybean started to be produced in Turkey, getting more known in the 1930s.

It was first grown in the Black Sea Region and produced in the provinces of Samsun and Ordu as the first product with the name "Çorum Bean" and then produced in many regions with irrigation facilities. In the following years, due to reasons such as storage and financing problems and price policies applied, soybean was replaced by other products with higher yields, and cultivation areas began to decrease (Ministry of Agriculture and Rural Affairs, 2013; Anonymous, 2021). Today, soybean is produced in irrigable areas and as the second product in many regions. Within the scope of agricultural support payments for 2020, 26 TL/da of diesel, 4 TL/da of fertilizer support, 20 TL/da of domestic certified seed use support, and 0.35 TL/da of domestic certified seed production support are provided in soybean production in Turkey. In addition, as a Soil Analysis Support (TL/Sample) 40 TL and agricultural extension and consultancy support 35 TL/da are given to the farmers (Ministry of Agriculture and Forestry, 2021).

According to FAO data, it was determined that soybean farming was carried out in 99 countries in the world in 2019. This data reveals the prevalence of soybean production in the world. Brazil has the largest soybean cultivation area in the world. Brazil is followed by the United States of America and Argentina (FAO, 2021). The reasons why these countries have higher production values in soybean cultivation are the excess domestic consumption and their desire to keep the trade of the soybean plant (Bayar & Yılmaz, 2004). Soybeans are generally used in the food industry in Turkey. The most important reason why Brazil is an important soybean producer is due to the agricultural policy implemented for years (Tüfekçi, 2019). The production place and amount of many oilseeds in Turkey vary according to natural conditions. Turkey ranks 46th in the world in terms of soybean cultivation areas in 2019. In 2019, the world average soybean cultivation area is 1230 thousand hectares. In Turkey, the soybean cultivation area was 35 thousand hectares in the same years. Turkey's soybean cultivation area is well below the world average (FAO, 2021). According to 2019 FAO data, Brazil is the world's largest soybean producer in terms of soybean production amount in the world. The total production amount was 114 269 thousand tons in 2019 and 30% of world soybean production is produced by Brazil. According to FAO data, the average soybean production amount in the world was 3 440 thousand tons in 2019. Turkey's soybean production amount was 150 thousand

tons, which is below the world average in 2019. Turkey ranks 32nd in world soybean production with this production amount (FAO, 2021). According to FAO data, the top 5 countries in terms of soybean yield in the world are Turkey, Italy, Greece, Uzbekistan, and Georgia. While Turkey is not among the top 20 countries in soybean cultivation area and production, but it ranks first in yield. According to the data, the average soybean yield in the world was about 18380 thousand tons in 2019. Soybean yield in the aforementioned period was 42499 thousand tons in Turkey. Turkey's soybean yield was approximately 2.3 times the world average soybean yield (FAO, 2021).

Recently, their genetic structures have been changed to increase the nutritional properties and efficiency of foods, and soybean is one of these plants. Therefore, the cultivation and usage area of soybean is increasing day by day (Bayar & Yılmaz, 2004). The main purpose of this study is to make a general analysis of the soybean market in Turkey based on selected indicators and to make suggestions according to the results obtained.

2 Material and Method

The data of the Turkish Statistical Institute (TUIK) and the United Nations Food and Agriculture Organization (FAO), sector reports on the research subject, and other studies were used in this study. Secondary data were used in this study. For this purpose, soybean production area, production amount, yield, sales price data between 2005 and 2020, and import and export data between 2005-2018 were used. With these data, trend analysis was made in the Microsoft Office program. By using the data from 2005 to 2020 in the analyses, projections were made until 2024 and the regression coefficients were determined. Besides, other studies and researches on the subject were used in the interpretation of the results.

3 Research and Findings

To determine the status of soybean cultivation areas in Turkey by years and to predict the future projection, a trend analysis was made until 2024 by using TUIK data from the years 2005-2020 and is shown in Figure 1. When the graph is analyzed, soybean cultivation areas generally tended to increase in the years discussed. The cultivation areas, which were 86 000 decares in 2005, have increased by 351 343 decares until 2020. Soybean cultivation areas in Turkey increased more than 4 times between 2005 and 2020.

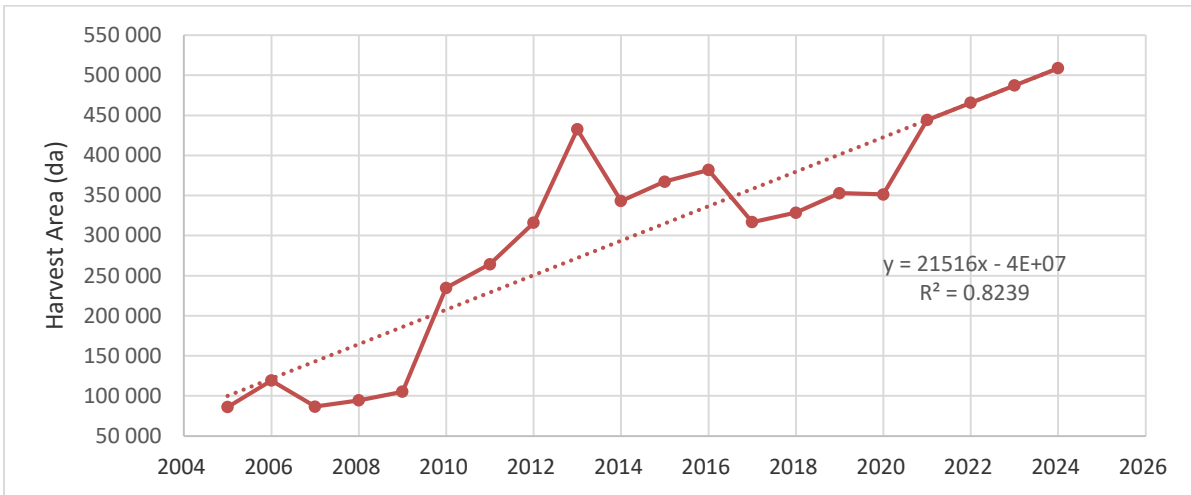


Figure 1. Soybean Plantation Area in Turkey Between 2005-2024 (TUIK, 2021)

The average soybean cultivation area of the researched period was 261 305 decares (TUIK, 2021). In the projection analyzes carried out until 2024, it is expected that soybean cultivation areas in Turkey will have an increasing trend as of 2020, and the regression coefficient has been determined as approximately 82%. The amount of soybean production and future projections depending on the years are given in Figure 2.

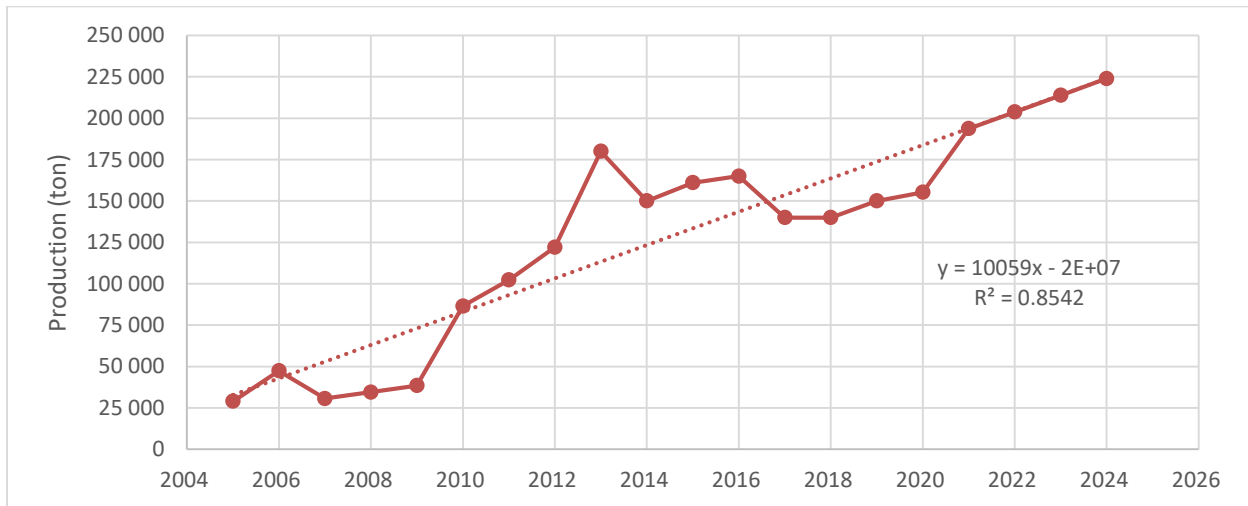


Figure 2. Soybean Production Amount in Turkey Between 2005-2024 (TUIK, 2021)

The production amount, which was 29 000 tons in 2004, is increased to 155 225 tons in 2020. There has been an increase of more than 5 times in the amount of soybean production in Turkey in the last 16 years (TUIK, 2021). In the projection analyzes made until 2024, it is expected that there will be an increasing trend in the amount of production as of 2020. The regression coefficient was determined to be approximately 85%. To determine the change in soybean yield in Turkey over the years and to predict the future projection, the soybean yield change graph until 2024 is shown in Figure 3, using the data of

the years 2000-2020. The yield, which was 337 kg/da in 2005, reached 442 kg/da in 2020 after a fluctuating increase-decrease. Between 2005 and 2020, soybean yield is increased by about 31%. The average yield in the last 16 years was 401 kg/decare. Yields were highest in 2017 and 2020. It is expected that the increase in yield will also tend to increase in the coming periods. The regression coefficient is 86% (TUIK, 2021). Factors such as mechanization in agriculture, increase in irrigated agricultural areas, and the type of seed used in

production are factors that positively affect soybean yield.

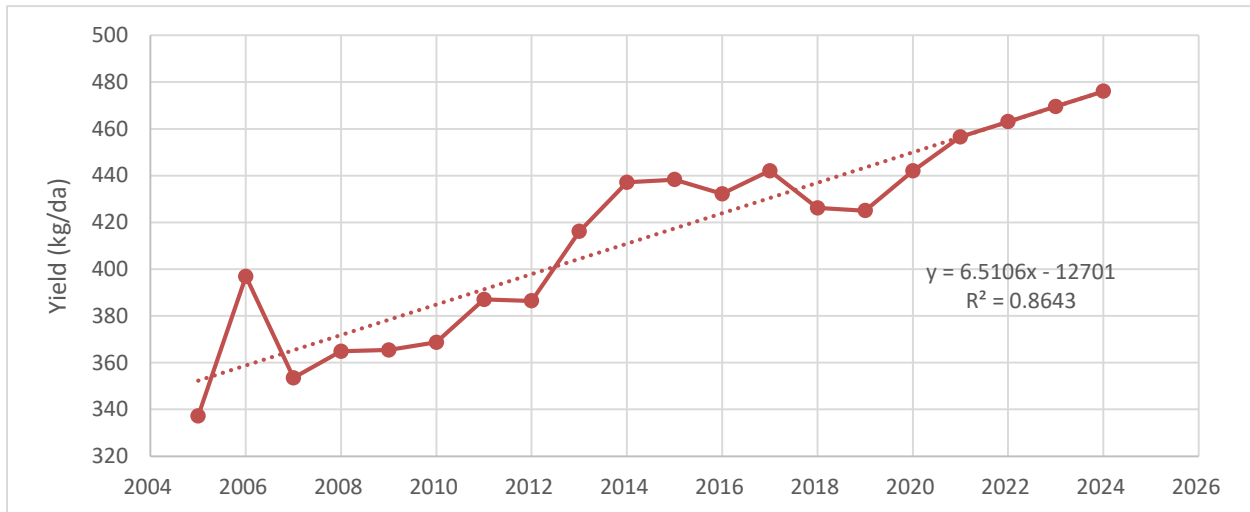


Figure 3. Soybean Yield in Turkey Between 2005-2024 (TUIK, 2021)

Soybean is a legume plant that adapts to different climatic conditions. Locations below 18°C and above 40°C adversely affect the yield of soybean. Because this situation reduces or inhibits the leaf and flower development of the plant, thus affecting the yield. The ideal climate for yield is regions where the temperature is 25 °C. Water requirement and humidity level of the air are also important factors affecting the yield of soybean (Anonymous, 2021; İşler, 2021). There was a 6% decrease in yield in 2005 compared to the previous year and yield decreased by 18% compared to the previous year in 2006, and also yield decreased by 11% compared to the previous year in 2007. Between 2007 and 2014, an increase of approximately 24% was observed in yield. Between 2014 and 2019, there was a decrease of approximately 3% in yield, and an increase of approximately 4% in 2020 compared to the previous year (TUIK, 2021). Especially since 2017, the temperatures have been above normal, and the annual areal average total precipitation has been 506.6 mm, 11.7% below the normal average precipitation (574 mm) of the last 39 years. This situation caused droughts

(MGM, 2017). Precipitation and climatic conditions are important factors in soybean yield increases and decreases. It is expected that there will be an increasing yield trend in the projections for future periods (TUIK, 2021).

To determine the change in the sales price of soybeans in Turkey over the years and to predict the future projection, a trend analysis was made until 2024, using the data of the years 2005-2020, and it is shown in Figure 4. In the last 16 years, soybean sales prices have increased by 5 times. According to the trend analysis, soybean prices are expected to be at an increasing rate until 2024 with a regression coefficient of approximately 91% (TUIK, 2021). Soybean sales prices in Turkey showed an increasing trend in general between 2005 and 2020, and the average sales price in these 16 years was approximately 1.12 TL/kg. Prices vary depending on supply and demand under general economic conditions. Prices continue to rise until supply meets demand.

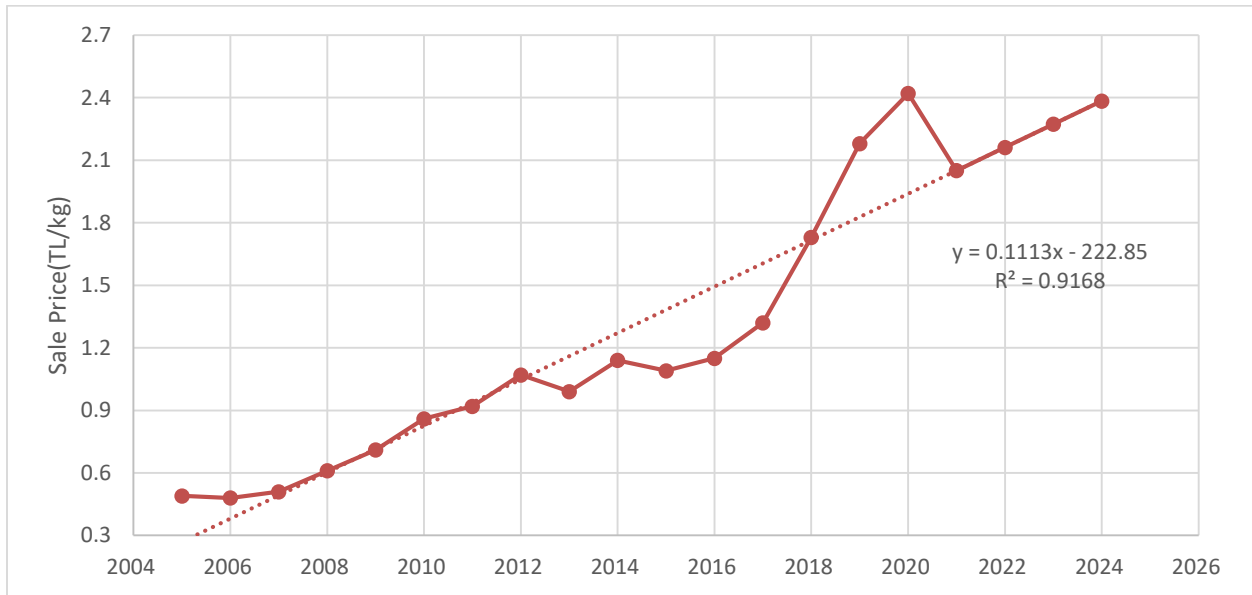


Figure 4. Soybean Sales Price in Turkey Between 2005-2024 (TUIK, 2021)

According to TUIK data, the most up-to-date data on soybean exports and imports belong to 2018. Accordingly, using the data between 2005 and 2018, trend analyzes were made for the period until 2024. Between 2005 and 2018, the research period, the average export amount was 53 040 tons in 14 years. Export values followed a fluctuating change at an

excessively increasing and decreasing rate depending on the years. This is related to the demand in domestic consumption. The graph of the slopes in exports is given in Figure 5. According to the projection analysis, exports are expected to show a fluctuating trend. The regression coefficient was determined as 64%.

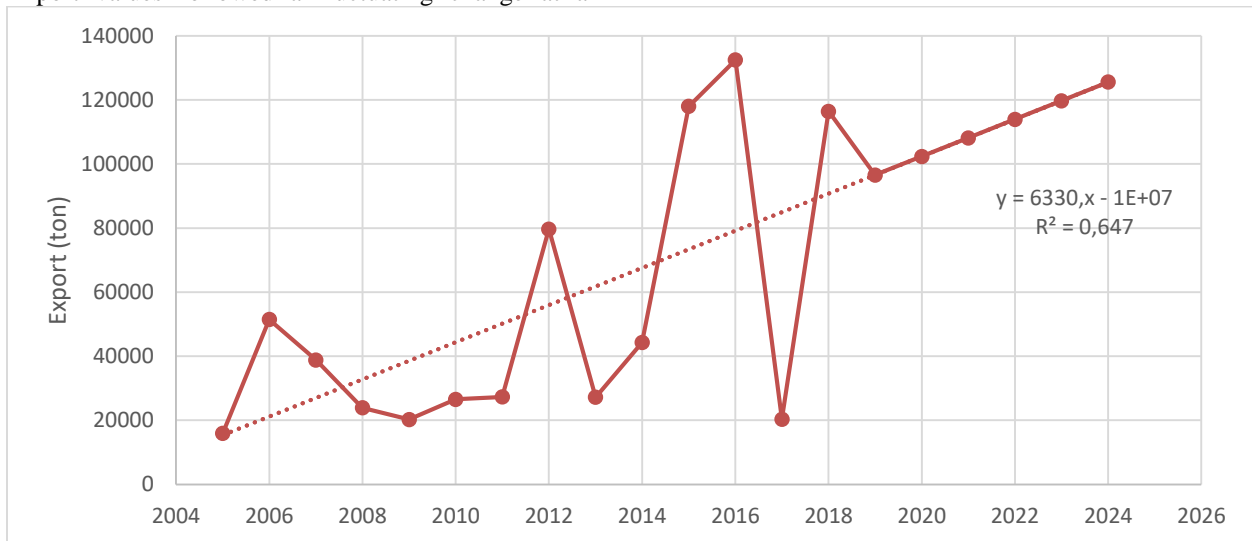


Figure 5. Turkish Soybean Exports Between 2005-2024 (TUIK, 2021)

The highest increase in exports took place in 2016. The largest soybean export in the last 14 years was 132 468 tons in 2016. There was a rapid decline in the year after 2016 (TUIK, 2021). Because Turkey's 4th hottest year

has occurred (MGM, 2017). The export values of soybeans in Turkey are less than the import values over the years. To determine the change in the value of soybean imports in Turkey over the years and to predict

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the future projection, a trend analysis was made until 2024, using the data from 2005-2018, and it is shown in Figure 6. Although Turkey's soybean foreign trade has a volatile outlook, it is generally a net importer. Import value varies over the years depending on the cultivation areas, production amounts, the level of use as a domestic nutrient, the substitution of grains to meet the nutritional needs of people, and the production amount of forage

crops that replace the raw materials that will meet the developing needs of the feed industry in animal husbandry. However, it is possible to explain the factors that most affect the increase and decrease in imports and exports by cultivation areas, yield, and climatic conditions. Soybean import value is expected to increase in 2018-2024. The regression coefficient of this increase is predicted to be 71%.

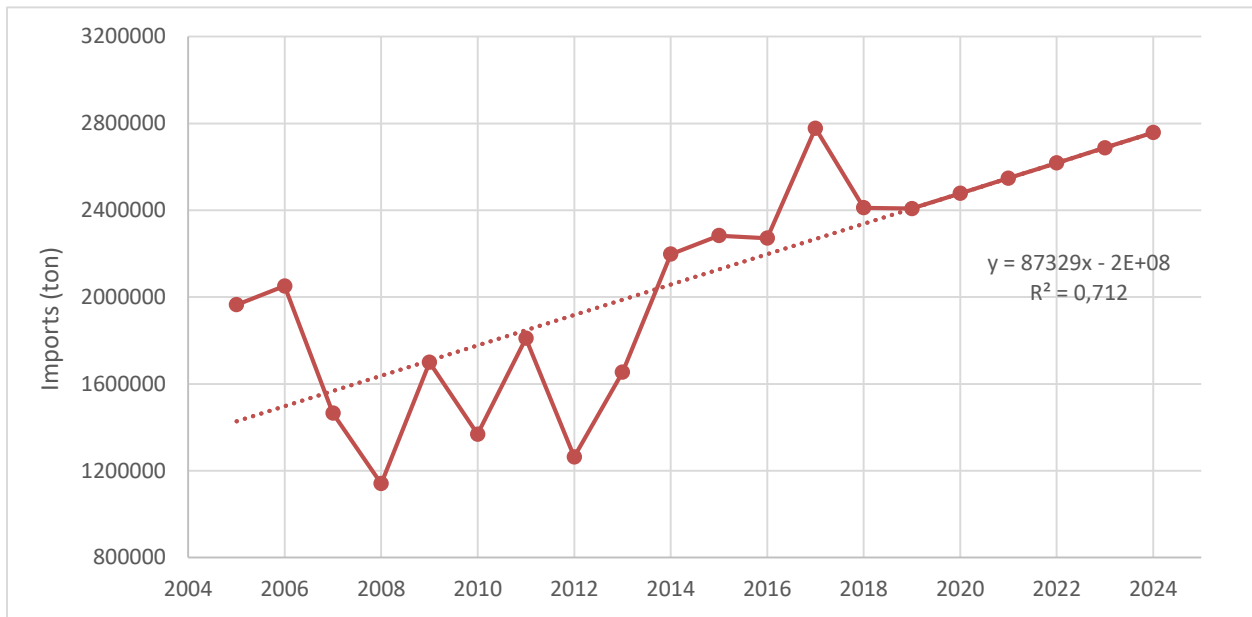


Figure 6. Soybean Imports in Turkey Between 2005-2024 (TUIK, 202)

According to the trend analysis, it is expected that the cultivation areas will also tend to increase in parallel with the increasing trend in the amount of soybean imports in Turkey. An increase in imports of other vegetable oils may reduce soybean imports. There has been a significant increase in imports of soybeans in

recent years (TUIK, 2021). Turkey's soybean trade varies between 1 and 3 million tons. Soybeans in Turkey are not at a level to meet domestic consumption, and this situation increases the value of imports every year. The foreign trade balance is given in Figure 7.

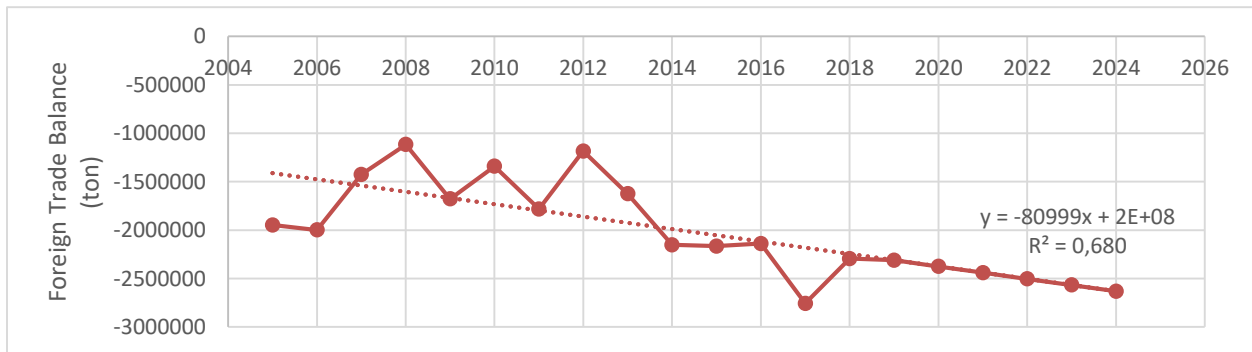


Figure 7. Turkish Soybean Foreign Trade Balance Between 2005-2024 (TUIK, 2021)

Import and export data for 2005 and 2018 were used to determine the change in the trade balance over the years and the projections of future periods in Turkey. For this purpose, trend analysis has been made until 2024 and the graph of the foreign trade balance is given in Figure 7. The regression coefficient was determined as 68%. The annual average foreign trade deficit of the researched period was determined as approximately -1830 thousand tons, and it is foreseen that the foreign trade deficit will continue in the analyzes of the next period. In terms of foreign trade, Turkey is a net importer between 2005-2018. In the projections made for the years 2018-2024, it is estimated that the foreign trade balance deficit will increase by approximately 15% (TUIK, 2021).

4 Conclusion and Recommendation

Although Turkey's soybean cultivation area and production amount were below the world average, it ranks first in the world in yield. Soybean, which is the raw material of many products in the nutrition and food sector, is increasing day by day in the world. However, although there are many irrigation areas suitable for soybean in Turkey, it is not produced enough and is among the imported products. The expansion of soybean cultivation areas will contribute to both domestic consumption and the development of trade in the country. According to trend analysis, soybean cultivation area, production amount, yield, and average selling prices are expected to increase in Turkey. Technological developments, increasing irrigation areas, the use of high-yielding seeds are the factors affecting especially soybean yield. Soybean should be given more place in production patterns in irrigation areas. The preference for products with high efficiency is important for the country's economy. Therefore, encouraging policies should be followed and the producer should be supported more to expand the soybean cultivation areas. In addition, it is necessary to give more place to soybeans in agricultural extension activities.

The recent increase in the use of soybean in the food industry all over the world has increased the need for this product. Therefore, the desired level cannot be reached in production. Population growth in Turkey has increased the need for vegetable oil consumption. This situation increases the need for oilseeds. Soybean production needs to be increased to make it a food within reach of many people. It should be ensured that soybean is among the competitive products in Turkey. According to the trend analysis, it is expected that the export and

import values will increase and the foreign trade deficit will increase. Soybean cultivation areas should be expanded and producers should be supported more with public policies to increase production. This research is important in terms of covering current data on soybean and future forecasts. This research provides useful data for decision-makers and agricultural policymakers.

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EDUCATION

‘GRUPLA DİL ÖĞRETİM YÖNTEMİ’ İLE YABANCI DİLDE KISA ÖYKÜ TÜRÜNÜN ÖĞRETİLMESİ

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Özet

Birçok ülke yabancı dil öğretiminde neden istenilen sonuca ulaşamadığı üzerinde durmakta ve uygulanan yabancı dil öğretim yöntemlerini ele alarak, eleştirmekte ve bu yönde çözüm arayışlarına girmektedir. Çözüm arama, farklı yöntemler geliştirme süreci hala devam etmektedir. Öğretilen dil hangi dil olursa olsun, Almanca, Fransızca, Türkçe, İngilizce vs. amaç o dili kullanabilmeyi, özellikle de konuşabilmeyi sağlamak, onu işlevsel hale getirmektir.

Bilindiği gibi yabancı bir dili öğretmek ve öğrenmek çok zaman ve emek ister. Ancak öğrencilerin anadilde bile zorlandıkları edebiyat dersini bir de yabancı dilde öğretmeye çalışmak daha da zordur. Çünkü yabancı dili belli bir seviyede bilmenin yanı sıra edebiyat alanı ile ilgili terimlerin, kavramların, özelliklerin vs. aktarılması, öğretilmesi gerekir.

Bu çalışmanın amacı aslında yabancı dil öğretim yöntemi olan ‘Grupla Dil Öğretim Yöntemi’ ile yabancı dilde edebiyat dersinin nasıl yapılabileceğine yönelik bir alternatif sunmaktır.

Çalışmada kısa öykü türü ‘Grupla Dil Öğretim Yöntemi’ ile öğrencilerle işlenmiş ve bu yöntemle bu türün nasıl öğretilebileceği gösterilmeye çalışılmıştır. Kısa öykü türü işlenirken yöntemin hangi aşamalarının yapılabileceği ya da bu aşamaların nasıl bir değişiklik yapılarsa daha uygun olacağı ortaya konmuştur.

Anahtar Sözcükler: Grupla Dil Öğretim Yöntemi, Edebiyat Öğretimi, Kısa Öykü, Uygulama Aşamaları.

1 Giriş

Yabancı dilde edebi metinleri okumak ya da bir edebi türün özelliklerini öğrenmek, anlamak ve bu konuya ilişkin yabancı dilde kendini ifade etmek zordur. Çünkü günlük dilin dışında alan dilini, o alandaki kavramları ve terimleri bilmek gerekir. Hangi dili öğrendiğimizin bir önemi yoktur, edebiyat söz konusu olduğunda ana dil dışında yabancı dili de kullanabilmek gerekir (Balci 1996).

Bilindiği gibi ortaya atılan birçok yabancı dil öğretim yönteminin yetersiz görülmesi ile geleneksel

yöntemlerin yanı sıra alternatif öğretim yöntemleri arayışı içine girilmiştir. Öyle ki, psikoloji alanındaki terapi yöntemlerinden bile yabancı dil öğretim yöntemleri için yararlanılmıştır.

Bugün geleneksel yöntemlerin Dilbilgisi-Çeviri Yönteminin, Düzvarım Yönteminin, Kulak-Dil Aışkanlığı Yönteminin vs. yanı sıra alternatif yöntemler olan Telkin Yöntemi, Sessizlik Yöntemi, Grupla Dil Öğretim Yöntemi, Tüm Fiziksel Tepki Yöntemi, Tiyatro Yöntemi gibi yöntemler bulunmaktadır (Neuner, Hunfeld, 1993; Balci 1993; Rösler, 1994; Darancık 2015; Aksöz: 2020).

Edebiyat Öğretiminde ise „Üretimsel ve Eylemsel Edebiyat Yöntemleri“ geliştirilmiştir. Ancak bu yöntemler daha çok anadilde edebiyat öğretimi için düşünülen yöntemlerdir (Haas, 1997; Haas, Menzel, Spinner, 2000; Menzel, 2000; Waldmann, 2000; Öztürk&Balci, 2010 ve 2016; Darancık 2018). Elbette geliştirilmiş birçok tekniği yabancı dildeki edebiyat dersinde uygulamak olasıdır.

Bu çalışmada yabancı dil öğretim yöntemi olan „Grupla Dil Öğretim Yöntemi“ ile (Community Language Learning (Ortner, 1998: 86-98) yabancı dildeki edebiyat öğretiminde „Kısa Öykü“ türünün nasıl öğretilebileceği, uygulanabileceği üzerinde durulmuş ve yöntemin var olan aşamaları edebiyat öğretimine uygun olacak şekilde uyarlanmış ve uygulanmıştır. Böylelikle bu çalışma ile edebiyat öğretiminde de alternatif olarak uygulanabilecek bir yöntem gösterilmiş, farklı bir hareket ve bakış açısı sağlanmıştır.

Yabancı dilde edebiyat öğretiminin hangi dilde yapıldığının bir önemi yoktur, çünkü edebiyatla ilgili bilgi edinen grup ana dilci değildir. Bu nedenle burada örneklendirilecek olan „Grupla Dil Öğretim Yöntemi“ ile yabancı dilde edebiyat dersi öğrenilen/öğretilen her dil için geçerli olacaktır.

2 Grupla Dil Öğretim Yönteminin Aşamaları

İngilizcesi „Community Language Learning“ olan bu yöntem için Almancada „Gemeinschaftliches

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

Sprachenlernen“, Türkçede ise „Grupla Dil Öğretim Yöntemi“ (Demirel, 2010: 61) ya da „Danışmanlı Dil Öğrenme Yöntemi“ (Demircan, 2005: 211) terimleri kullanılmaktadır.

Bu yöntemin çıkış noktası bir yabancı dil öğrenme yöntemini geliştirmekten çok, yetişkinlerde yabancı dil öğrenmelerinde işe karışan etmenleri araştırmaktır. Birçok insan bir yabancı dili konuşurken kendini tedirgin, tutuk hissetmekte ve çoğu zaman bildiğini unutmaya kaygısını yüksek seviyede taşımaktadır. Bundan yola çıkılarak ve bu sorunları giderme amacıyla psikoloji terapilerinde uygulanan danışman ve danışan ilişkisi, grup terapisi yöntemi üzerine kurgulanan bir öğretim yöntemidir (Ortner, 1998: 91).

Bu yöntem Amerikalı psikiyatrist Charles A. Curran tarafından geliştirilen bir yöntemdir. Rahip ve aynı zamanda psikolog olan Curran 1970’li yıllarda „Community Language Learning“ adlı yabancı dil öğretim yöntemini ortaya atmıştır. Aslında bu yabancı dil yöntemi Curran’ın insan psikolojisine yönelik yaptığı araştırmalarının bir kısmını kapsamaktadır (Ortner, 1998: 85).

Grupla (Danışmanlı) Dil Öğretim Yönteminin yapısına bakıldığında insanların grup terapisine gittikleri oluşumun aynısı görülmektedir. Danışan ile danışman arasında öncelikle güven üzerine kurulan bir bağ oluşmak zorundadır. Kişi, yanlışlarını, zayıflıklarını, sorunlarını o kişiye rahatça anlatabilmelidir. Belki de bütün terapilerin ilk aşaması budur. Daha sonra ise benzer sorunlar yaşamış olan insanlar, konuşmaya cesaretleri olduğunda, kendileri ile benzer deneyimler yaşamış olan insanlarla grup terapisinde buluşup, deneyimlerini ve bu sorunların üstesinden nasıl gelmeye çalıştıklarını anlatmaya başlarlar. Böylece o grupla bir bağ, yakın ilişki ve güven oluşturulmaktadır. Tüm bunlardan yola çıkılarak bu yöntem yabancı dil öğretim dersine aktarılmıştır. Çünkü grupta bulunan kişiler yabancı dili öğrenmeye çalışırken aynı sorunlar ya da benzer sorunları paylaşmaktadırlar. Konuşmak istemezler, telaffuzda yanlış yapmaktan ve alaya alınmaktan korkarlar ya da yazarken çok yanlış yaparlar gerilirler, bunlara benzer birçok sorun örnek olarak verilebilir.

Bu yöntem uygulanırken yabancı dil öğrenmek isteyen kişiler danışmana, yani öğretene karşı ve yer aldıkları grup içerisinde kendilerini güven içinde hissetmeleri gerekir. Curran’a göre de öğrenenin ‘dil danışmanı’yla derin psikolojik aidiyet içinde olması paylaşım duygusunu geliştirmektedir, yani paylaşım duygusu buna bağlıdır. Bir insana ne kadar yakın hissedersen o

kadar da rahat olursun, rahat olunca da daha rahat öğrenirsin ve tabi ki de yabancı dilde konuşmaya gayret edersin (Ortner 1998: 91).

Bu yöntemin bakış açısına göre dil sosyal bir süreç düzenidir. Kısaca, dil sosyal ilişkinin bir aleti ve üretimidir (Ortner 1998: 87). Çünkü dil öncelikle bireyin düşüncelerini, duygularını, hayallerini, özlemlerini bir başkasına aktarmak için bir araçtır. Aktarımlar grupta bulunan kişilerin özelliklerine, konuşmak istediklerine göre değiştiğinden kişiden kişiye gruptan gruba farklılık göstermektedir. Bundan dolayı, bu yöntemde konuşma esnasında öğreten tarafından yönlendirme, konuşma başlangıçları ya da aynı tip konuşma veya tartışma içerikleri sunulmamaktadır. Burada yabancı dilde karşılıklı iletişimdeki amaç, bireyler arasında ders içeriğinde ilişki sağlamaktır (Ortner 1998: 87).

Grupla (Danışmanlı) Dil Öğretim Yönteminin öğrencinin gelişimini gösteren belli aşamaları vardır. Öncelikle sınıf ortamını rahat kılmak, öğrencilerin birbirine güvenini ve bağını arttırmak için aynı psikoloji grup terapisinde uygulandığı gibi öğrenciler daire oluşturacak şekilde sandalyede oturmaları sağlanır ve öğreten bu dairenin dışında kalır. Ayrıca dairenin ortasına bir ses kayıt cihazı bulundurulur.

Öğrencilerden biri ilk aşamada gruba bugün hangi konuyu konuşmak istediklerini yabancı dilde sorar. Eğer yabancı dilde soruyu sorarken herhangi bir sıkıntı yaşarsa öğretmenden yardım ister. Öğretmen daire dışında öğrencinin arkasına geçerek sorunun cevabını yabancı dilde kulağına fısıldar. Öğrenci, öğretmenin yabancı dilde söylediğini tekrar eder ve yabancı dildeki telaffuzundan hoşnut olduğunda bunu gider dairenin ortasında bulunan ses kayıt cihazına söyler ve kayıt eder. Sorulan soruya başka bir öğrenci cevap verir. Yine yabancı dilde söylemek için yardıma ihtiyacı varsa aynı uygulamayı öğretmen ona da yapar. Yine öğrenci hazır olduğunda söylediğini gidip ses kayıt cihazına kayıt eder. Bu aşama öğretmen tarafından yeteri kadar materyallin toplandığı düşüncesi oluşana kadar devam ettirilir.

Daha sonra ise bu şekilde elde edilen metin öğrencilere üç kez dinletilir ve ondan sonra tahtaya yazılır. Ayrıca, yabancı dildeki cümlelerin çevirisi öğrencilerle birlikte anadile de çevrilerek yazılır. Gereken düzeltmeler yapıldıktan sonra metin üzerinde dilbilgisi yapıları açıklanır, konuşulur, tartışılır. Daha sonra metni öğretmen okur ve metin öğrenciler tarafından deftere aktarılır.

Öğretmen öğrencilerden defterlerine aktardıkları metni geliştirmelerini ister. Bunu yaparken, ikişerli ya da daha fazla kişiden oluşturdukları grupla, cümlelere ekleme, uzatma gibi şeyler yapabilirler. Sonra ise öğretmen tarafından öğrencilerin yazdıkları geliştirilmiş metinler okutulur (Ortner 1998:86).

Birey olma ile ilgili 5 basamak Grupla Dil Öğretim Yöntemindeki (community language learning) yabancı dili öğrenme basamaklarını oluşturmakta ve öğrenenlerin öğretene ile ilişkisine aktarılmaktadır. İlk aşamada öğrenenler tamamen öğretmene, onun yabancı dile yaptığı çevirilere bağımlıdırlar. Curran bu basamağı öğrencinin/hastanın en yüksek seviyedeki güvende olma basamağı diye tanımlamaktadır. Bu uygulama devam ettikçe her derste öğrenciler kendi becerilerine yönelik güven kazanmaktadırlar. İkinci aşamada yabancı dili konuşabileceklerine dair yavaş yavaş güven oluşur. Ancak genelde öğretmenin yardımına hala ihtiyaçları vardır. Üçüncü aşamada ise öğrenciler düşüncelerini doğrudan yabancı dili kullanarak gruba yöneltilir. Birinci ve ikinci aşamada söylemek istediklerini önce anadillerinde söylerken ve öğretmenden yardım beklerken bu aşamada ana dili kullanmamaktadırlar. Elbette bu aşamada da öğretmen yardıma ihtiyaç olduğunu hissettiğinde dikkatlice yardıma bulunmaktadır. Dil seviyesi artık ilerlemiş olan dördüncü aşamada ise öğretmen grup sürecini ve öğrenenlerin eylemlerini takip eden kişi rolüne bürünmektedir. Öğretmen ancak zor bir cümleyi kurmada, dilbilgisi hatalarında ya da yanlış telaffuzda yardım eden kişi rolündedir (Ortner, 1998: 88). Kısaca dil öğrenen kişi tamamen öğretmene bağımlı bir kişiden öğretmenden tamamen bağımsız bir kişiye doğru kendini geliştirir.

Görüldüğü gibi bu yöntemde dışarıdan edinilen bir ders materyali bulunmamaktadır, materyal grup çalışmasıyla elde edilmekte ve her grup kendi materyalini oluşturmaktadır Ayrıca öğrencilerin yaptığı yanlışlar bu yöntemde hemen düzeltilir. Bu yöntem özellikle düzgün telaffuzlu konuşmaya önem vermekte, yazma ve okuma ikinci derecede yer almaktadır. Öğreten kişi ne dilsel ne de davranışsal olarak olumlu ya da olumsuz görüşler belirtmemelidir (Ortner, 1998: 92-94).

„Grupla Dil Öğretim Yöntemi“ (Community Language Learning) ile edebiyat dersinin uygulanmasına geçmeden önce işlenecek edebi tür olan kısa öykünün özelliklerine ilişkin kısaca bilgi vermek yerinde olacaktır.

3 Kısa Öykü Türünün Özellikleri

“Kısa Öykü” kavramı Alman Edebiyatında diğer Avrupa Ülkelerinkinden biraz daha farklıdır. Örneğin İngilizcedeki “Short-Story” kavramı ile eşanlamlı görülse de, kavramların içeriği aynı değildir. Çünkü İngilizcedeki kavram nuvel ve kısa metinlerin hepsini kapsamaktadır. Oysa Almandaki kendi başına bir türü oluşturmaktadır. Aynıısı Türkçede de söz konusudur. Türkçe de Öykü, kısa öykü denildiğinde nuvel türü de için içine girmektedir.

Alman kısa öyküsü, savaş sonrasında bir üründür. Savaş sonrasında bu türün seçilmesinin, özellikle iki nedeni vardır: Birincisi, savaşın getirdiklerini yansıtmaya ve savaşla hesaplaşma ikincisi uzun uzun betimlemeler değil de, bir solukta okunabilecek, düşünmeye sevk edecek, bir tür olmasıdır. Kısa öykülerde ele alınan konular, genelde, toplumda yaşanmış olan bir durumun verdiği rahatsızlığı dile getirmek, vicdanen duyulan rahatsızlığı ortaya koymaktadır (Doderer,1953; Marx, 1985).

Kısa öykü türünün özelliklerine bakıldığında kişi sayısının iki üçü geçmediği, sıradan insanların zayıflıklarının, üzüntülerinin, sevinçlerinin ele alındığı ve onlara karakteristik bir özellik yüklediği görülmektedir. Bu karakteristik özellik, görünüşte ya da davranışta olabilir

Kısa öykülerde, bir insan normal hayatını yaşarken, hayatını kesintiye uğratan bir durumun, bir olayın, siyasal bir etkinin vb. meydana gelmesi ve o anın sergilenmesidir. Kişi, bunu algılamak ve buna tepki vermek zorundadır. İnsanlar arasındaki ilişkiler ele alınır ve toplum eleştirilir. Mekân, çok önemli değildir, genelde, anlatının başında bir sözcük ile belirtilmektedir. Bu türde de anlatıda gereksiz olan bir şey kullanılmaz. Öykünün başlığı işlenen konuyla ilintilidir ve okuyucuya, konuyla ilgili ipucu verir (Heinrich, 2010; Nentwig, 1990). Kısa öykünün dili basit, gerçekçi, günlük ve alışlagelmiş bir dildir. Kısaltılmış cümleler, konuşmalar, iç söylenceler görülebilmektedir. Kısa öykünün temel özelliği adından da anlaşılacağı gibi kısıklıdır. Kısa öykünün başı ve sonu açıktır. Okur başlıkla ya da ilk cümle ile hemen olayın içine girer. Olayın gerilimi son cümleye kadar sürer. Ancak, sorun çözülmez, açık bırakılır ve okura, çaresizlik, güvensizlik iletilir. Böylece, okuru düşünmeye yönlendirir (Nayhauss, 1977; Rohner, 1976).

Kısa öykünün özelliklerine yer verdikten sonra yabancı dilde edebiyat dersinde kısa öykünün Grup

(Danışmanlı) Dil Öğretim Yöntemi ile nasıl ele alındığı, nasıl bir öğretim yolunun izlendiğine geçmek yerinde olur

4 Kısa Öykü Türünün Grupla Dil Öğretimi Yöntemi İle Öğretilmesi

Grupla Dil Öğretim Yöntemi Çukurova Üniversitesi Alman Dili Eğitimi Anabilim Dalı 5. yarıyıl öğrencilerinin “Edebi Metin İnceleme ve Öğretme” dersinde uygulanmıştır.

Grupla Dil Öğretim Yöntemi için dersin başında öğrencilerden daire şeklinde oturmaları istenmiştir. Ayrıca dairenin ortasına da sandalye konularak üzerine bir cep telefonu konulmuştur. Derste amaç kısa öyküyü işlemek olduğundan öğrencilere öğreten tarafından Almanca olarak “Was verstehen Sie unter Kurzgeschichte, was fällt Ihnen ein? (Kısa öykü sizce nedir, kısa öykü denince aklınıza ne geliyor?)” sorusu yönetilmiştir. Burada mecburen yöntemin bir özelliği değiştirilmek zorundadır. Öğrenciler istedikleri bir konuyu değil dersin amacına uygun konuya yönelik konuşmaları için öğreten tarafından yönlendirilmelidir. Söz hakkı almak isteyen öğrenci el kaldırdığında yanına gidilmiş ve söylemek istediği cümle Almanca olarak kulağına fısıldanmıştır. Bu yardım isteyen tüm öğrencilere sağlanmıştır.

“Kısa olan bir hikâye” (Eine kurze Geschichte)

“kısadır” (sie ist kurz),

“az sayıda figür vardır” (es gibt wenige Figuren),

“Türkçesi kısa öykü” (auf Türkisch heißt es Kısa öykü),

“düzyazıdır” (Prosa),

“alışıl gelmiş olaylar işlenir” (gewöhnliche Ereignisse werden behandelt),

“dili açık ve yalındır” (hat eine einfache und verständliche Sprache),

“süslü bir dili yoktur” (hat keine geschmückte Sprache),

“gerçekçi olaylar anlatılır” (realistische Ereignisse werden erzählt).

Yukardaki ifadeler farklı farklı öğrenciler tarafından Almanca söylenmiş ve kayda alınmıştır. Öğrencilerin eklemek istedikleri başka bir şey kalmayınca, kayda alınanlar öğrencilere 3 kez dinletilmiş ve ardından kayda söylenenlerin her biri farklı öğrenciler tarafından tahtanın bir tarafına yazılmıştır. Bu işlemin arkasına ise tahtanın diğer tarafına cümlelerin Türkçe çevirileri yazılmıştır. Öğrencilerle birlikte tahtaya yazılanlar tekrardan gözden geçirilmiştir. Bunun dışında tahtada

yer alan kısa öykünün özelliklerine tekrardan bakılarak onlar üzerinde konuşulmuş ve örneğin öğrenciler kısa öykülerde kısa olmasından dolayı romanlardaki kadar çok figürün yer almadığı, romanla ortak özelliğinin düz yazı olduğu belirtmiştir. Bunun yanı sıra günlük olayların kısa öyküde işlendiği ve dillerinin yalın olduğunu, roman türüne göre dilinin farklı olabileceği açıklamaları getirmişlerdir.

Böylece bu aşama tamamlandıktan sonra öğrencilerden tahtaya yazılanları defterlerine aktarmaları istenmiştir. Deftere aktarma işlemi ile birlikte Grup Dil Öğretim Yönteminde yazılanları geliştirmeleri, metne ekleme, uzatma aşaması bulunmaktadır. Ancak burada tahtaya yazılanlar bir edebi türün özellikleri olduğundan dolayı ve öğrenmeden farklı özellikler ekleyemeyecekleri için Alman Edebiyatında kısa öykünün en önemli temsilcilerinden biri olan Wolfgang Borchert’in „Mutfa Saati“ (Borchert, 1949: 201) adlı kısa öyküsü dağıtılmış ve öğrencilerden dikkatlice okumaları istenmiştir. Bu Öyküde Borchert bir bombanın evlerine isabet etmesiyle tüm ailesini kaybeden ve elinde sadece mutfak saati kalan bir gencin gündelik hayatı, rutini anlatılarak aslında bunları kaybettikten sonra ne kadar kıymetli olduklarının farkına varması üzerine durulmaktadır.

5. yarıyıllarını okuyan öğrencilerin Almanca seviyesi B1- B2 düzeyinde olduğundan kısa öykünün genelini anlayacaklar. Okuma esnasında öğrencilerden bilmedikleri sözcüklerin altını çizmeleri ve ilk okumaları bittikten sonra bilmedikleri sözcükleri birbirlerine sormaları ve cevaplamaları istenmiştir. Aslında burada başka bir dil öğretme yöntem olan „Yabancı Dili Geliştirme Yöntemi“nin (Fremdsprachenwachstumsmethode) bir uygulamasından yararlanılmıştır (Buttaroni, 1997). Öğrencilerin birbirlerine sordukları sözcüklerin içinde “Tellerweiße” (porselen beyazı), “tupfen” (yavaşça dokunmak), “Lack” (cila), “Blech” (teneke), “Telleruhr” (tabak şeklinde saat), “entlang” (boyunca), “Augen von jdm wegnehmen” (gözlerini ondan kaçırmak), gekachelt (fayanslanmış), “scheuern” (sürtmek, ovalamak) yer almaktadır.

Bu çalışmadan sonra öğrencilerin metni bir kez daha okumaları istenmiş ve okurken yanındaki arkadaşıyla metnin özelliklerine dikkat etmeleri, tahtaya yazılan özelliklerin metinde var olup olmadığına bakmaları, bunların dışında dikkatlerini çeken başka özellikler varsa onları bir kenara not etmeleri istenmiştir. Öğrenciler okumalarını ve metni incelemelerini bitirdikten sonra tahtaya yazılan özellikleri metin içinde bulup bulmadıkları üzerinde durulmuştur. Önceden söylenen ve metinde kısa öyküye yönelik buldukları

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

özelliklerin yanına bir tik atılmıştır. Sonra ise kısa öykü ile ilgili buldukları başka özellikler sorulmuş ve daha önce yazılanların altına yazılmıştır. Öğrenciler tarafından sonradan bulunan ve eklenen özellikler şunlardır:

“Tek bir olay” (Eine Handlung, eine Situation)

“Zaman ve mekan var” (es gibt Zeit und Ort)

“Halktan insanlar” (Menschen aus dem Volk)

“Doruk noktası var” (hat ein Höhepunkt)

İsim yok” (keine Namen)

“Sembol var” (es gibt Symbol)

“Yaşamdan bir kesit sunulmaktadır” (Ein Moment aus dem Leben wird dargestellt)

Bu yapıldıktan sonra öğrencilerle „Mutfak Saati“ adlı kısa öykünün içeriği üzerine konuşulmuş ve onlardan bu öykünün neyi anlatmak istediğini, onlara göre nelerin vurgulandığını ya da nelere dikkat çekmeye çalışıldığını yanındaki arkadaşıyla not almaları istenmiştir. Bu aşamadan sonra öğrencilerin içerikle ilgili buldukları ve önemli gördükleri noktalar tahtaya yazmıştır. Buna göre öğrenciler özellikle aşağıda yer alan noktaların metinde öne çıkarılmak istediğini belirtmişlerdir.

“Savaş zamanı” (Kriegszeit)

“Yaşanan kayıplar” (Verluste)

“Cennet sözcüğünün metindeki anlamı” (Die Bedeutung des Wortes Paradies im Text)

“Rutin olanın özlenebilir olması” (das Gewöhnliche vermissen)

“Savaşın insan psikolojisi üzerindeki etkisi” (Der Einfluss des Krieges auf die psychologische Lage des Menschen)

“Savaşın maddi ve manevi etkileri,” (Der finanzielle und moralische Einfluss des Krieges)

“İnsanın olayları, durumları sorgulaması” (Situationen und Handlungen werden befragt)

“İnsanların duyguları ortaya konuyor” (Die Gefühle der Menschen werden dargestellt)

Bu belirtilenler üzerine konuşulduktan sonra öğrencilere kısa öykü ile ilgili bir metin daha dağıtılmıştır. Bunun yapılmasının nedeni öğrencilerin ortaya koydukları kısa öykü türünün özelliklerini başka bir metinde bulup bulamayacaklarının sağlanmasını yapabilmeleri içindir. Ayrıca ellerinde var olan bilgileri genişletmeleri, gerekirse ekleme yapmaları istenmiştir. Yine Wolfgang Borchert’e ait olan “Ekmek” (Borchert, 1949: 304) adlı

kısa öykü okutulmuş, sözcükler üzerinde durulmuş ve gereken açıklamalar yapılmıştır. Borchert’in „Ekmek“ adlı bu öyküsünde ise 39 yıl evli olan bir çiftin savaşın ilişkilerini nasıl olumsuz etkilediği üzerinde durulmaktadır. Öğrencilerin birbirlerine sordukları sözcükleri şunlardır: horchen (kulak kabartmak), Atem (nefes), tappen (el yordamıyla yürümek), Hemd (gececik), barfuss (yalınayak), fliesen (fayans), Krümel (kırıntı).

Sözcük açıklamalarından sonra metni tekrar okuyup özelliklerini ortaya koymaları istenmiş ve metnin içeriği ile ilgili bilgiler sunmuşlardır.

“Kısıtlı ekmek, yani yiyecek” (weniges Brot, also wenig zu essen)

“İç çatışma” (innerer Konflikt)

“Savaş dönemi olduğu için kıtlık” (Hungersnot wegen der Kriegszeit)

“Savaşın 39 Evliliklerde bile olumsuz etkisi oluyor. Adam o kadar yıldan sonra kadına yalan söylüyor”. (Der negative Einfluss des Krieges auf die 39-jährige Ehe, der Mann belügt seine Frau nach so vielen Jahren)

“Güven ve saygının azalabilmesi” (Vertrauen und Respekt gehen verloren)

“Savaştan dolayı insanların değişen karakteri” (Veränderung des Charakters der Menschen wegen des Krieges)

“İnsanlar savaşta bencilleşiyor, kendini düşünüyor” (Wegen des Krieges werden die Menschen egoistischer und denken nur an sich)

“Hayatta kalma içgüdüğü insanı hoyratlaştırabiliyor” (Überlebensinstinkt macht den Menschen wild)

“Bu öykünün sembolü ekmek” (Das Symbol dieser Kurzgeschichte ist Brot)

“Mekan değişikliği yok, tek bir mekan var” (Es gibt keinen Wechsel des Ortes, sondern nur einen Ort)

“Karanlıkta gerçeğin saklanması ışıkta gerçeğin tüm çıplaklığıyla ortaya çıkması” (Im Dunkeln kann man alles verstecken, in Helligkeit dagegen sieht man die Wirklichkeit ganz klar und deutlich)

Yazılan özelliklere bakıldığında bir madde dışında hepsinin kısa öykünün içeriğine yönelik olduğu görülmektedir. Diğer özelliklerin hepsi aynı şekilde bulunmuş sadece mekân değişikliğinin olmadığı kısa öykü türünün özellikleri açısından eklenmiştir. Böylelikle Grupa Dil Yönteminin özellikleri geliştirme,

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

tahtaya yazma ve deftere geçirme aşaması tekrarlanmıştır.

Metinlerle ilgili bu çalışmadan sonra öğretmen kısa öykünün eksik kalan, önemli bir özelliğini bulmaları için ‘geçmişte figürün başına ne gelmiş, gelecekte ne gelecektir’ sorusunu yöneltmiştir. Öğrenciler ise bunun metinde yer almadığını belirterek başının ve sonunun açık olduğunu, figürün geçmişi ve geleceği il ilgili bir bilginin yer almadığını söylemeleri üzerine bu özellik tahtaya eklenmiştir. Figürün hayatından önemli bir anın ele alındığı belirtilmiştir. Bunun dışında kısa öykülerin başlıklarına da dikkat çekilerek başlığın içerikle bağlantılı olduğu, işlenen konuya yönelik ipucu verdiği de dile getirilmiştir.

“Kısa olan bir hikâye” (Eine kurze Geschichte)

“Kısaydır” (sie ist kurz)

“Az sayıda figür vardır” (Es gibt wenige Figuren)

“Türkçesi kısa öykü” (Auf Türkisch heißt es kısa öykü)

“Düzyazıdır” (Prosa)

“Alışlagelmiş olaylar işlenir” (Gewöhnliche Ereignisse werden behandelt)

“Dili açık ve yalındır” (Hat eine einfache und verständliche Sprache)

“Süslü bir dili yoktur” (Hat keine geschmückte Sprache)

“Gerçekçi olaylar anlatılır” (Realistische Ereignisse werden erzählt)

“Tek bir olay” (eine Handlung, eine Situation)

“Zaman ve mekan var” (Es gibt Zeit und Ort)

“Halktan insanlar” (Menschen aus dem Volk)

“Doruk noktası var” (Hat einen Höhepunkt)

“İsim yok” (keine Namen)

“Sembol var” (Es gibt Symbol)

“yaşamdan bir kesit sunulmaktadır” (Ein Moment aus dem Leben wird dargestellt)

“Savaş zamanı” (Kriegszeit)

“İnsanın olayları, durumları sorgulaması” (Situationen und Handlungen werden befragt)

“insanların duyguları ortaya konuyor” (Die Gefühle der Menschen werden dargestellt)

“mekan değişikliği yok, tek bir mekan var” (Es gibt keinen Wechsel des Ortes, sondern nur einen Ort)

“Başlık –içerik Bağlantısı” (Titel- und Inhalt-Zusammenhang)

Kısa öykünün özellikleri bu şekilde ortaya çıkartılmıştır. Burada öğrenme öğrenciler tarafından farkında olmadan gerçekleştirilmiştir. Son aşama olarak ise, öğretilenleri iyice pekiştirmek için, öğrencilerle bir alıştırma yapılmıştır. Öğrencilerden ikişerli gruplarda öğrendikleri kısa öykünün özelliklerini kullanarak kendi öykülerini yazmaları istenmiştir. Bu uygulamanın sonucunda öğrencilerin oldukça güzel, yaratıcı, kendilerine has öyküler yazdıkları görülmüştür. Elde edilen bu öykülerin bir kısmı sınıf ortamında okunmuş ve yazarların kısa öykünün hangi özelliklerini kullandıkları diğer arkadaşları tarafından tespit edilmiştir.

5 Sonuç

Bu yöntemle ders akışı sağlanırken öğrencilerin rahat oldukları dikkat çekmiştir. Söylediklerini kayıt etmeleri daha özenli ve dikkatli konuşmalarına neden olmuştur. Her ne kadar öğrencilerin konuşmalarının çıkış noktası kendilerine bırakılmış olmasa da, sonrasında kendi aralarında sohbet eder şekilde konuya yönelik konuşmuş ve tartışmışlardır. Türün özellikleri üzerine yapılan konuşmalarda öğrencilerin yabancı dilde yanlış yapma endişesi taşımadıkları, kendilerini rahat ve kaygısız hissettikleri gözlemlenmiştir. Tahtaya söylenenlerin yazılması ve kısa öykü metinlerinin dağıtılması ile oluşturdukları ikili grupta daha fazla özellik bulmak için gayret göstermeleri dikkat çekmiştir. Hem metnin içeriğine hem de yapısına yönelik oldukça yerinde tespitlerde bulunmuşlardır.

Yöntem olduğu gibi bütün aşamaları ile kullanılmış olmasa da sınıfta oluşturduğu yenilik, rahatlık, birbirleriyle sohbet eder şeklinde olmaları, tartışabilmeleri ve daha sonra eklemelerde bulunabilmeleri açısından faydalı ve keyifli olmuştur.

Söz konusu yöntemin yabancı dilde edebiyat dersinde kullanılması faydalı olmuştur. Ayrıca bu yöntemle edebiyat dersi işlenirken yabancı dilin de geliştirilmesine katkıda bulunulmuştur. Kısaca telaffuzsa, sözcük darabasına, grameri doğru kullanmaya da katkısı olmuş ve edebiyat alanı ile ilgili bilgilerini geliştirmişlerdir.

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LANGUAGE TEACHERS AND ONLINE TEACHING: EXPERIENCES, PRACTICES AND FUTURE IMPLICATIONS

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Abstract

The pandemic has impacted education in an unprecedented way forcing many schools to close their classrooms and transfer into the online teaching model. Language teachers, be that with adequate or inadequate training in using technology and digital materials for teaching, have been required to adapt themselves to the new teaching context so as to ensure language lessons are delivered successfully. During this period, most of the language teachers have used technology more than ever before and this may play a role in shaping the future of language teaching. This study aimed to investigate how much teachers have gained during the pandemic in terms of building self-confidence in technology use and how much they have used online resources to ensure self-development and quality classes for students. In addition, this research explores some possible far-reaching effects of teachers' practices during the online teaching experience on the future language teaching profession. Twenty teachers from various high schools in North Macedonia participated in the study. The results indicate that online teaching has had an impact on how teachers view technology for language teaching as well as on how this may influence their future teaching practices.

Keywords: technology, online teaching, online resources, professional development

1 Introduction

The spread of Covid19 has had an enormous impact on peoples' lives and it has not only challenged public health, but, more or less, almost every human activity. The same could be said about education. Many educational institutions around the world have been forced to close their doors in order to prevent the spread of Covid19 (OECD, 2020). According to UNESCO (2020), the school closures in many countries around the world have affected the education of over one billion learners. In other words, education has been greatly challenged like never before in history, as UNESCO

Director-General Audrey Azoulay (UNESCO, 2020) so clearly describe it: "Never before have we witnessed educational disruption on such a scale".

The school closures, on the other hand, have led many schools to turn to online teaching as the only safe alternative. The online teaching, however, has not been without challenges. According to Hunt (2000), teachers were not prepared for how she calls "emergency distant learning" model. For Harrison (2020), many language teachers who used to be tech-shy were required to learn to use digital and online materials in a very limited time.

Obstacles and challenges to incorporating and using technology and technological tools in language teaching are not new and they have been widely discussed in the literature. Clark (2018) reports on language teachers feeling unprepared when it comes to using technology in language education. Similarly, Hubbard (2008, as cited in Compton, 2009) reports on lack of CALL skills among language teachers who graduate from language teacher programs. Technostress or anxiety/stress caused from technology is also believed to be a hindrance. According to Joo, Lim, and Kim (2016), technostress can be caused by lack of support, training, and infrastructure. Another serious hindrance is teachers' negative attitude towards technology and ICT. According to Dudeney and Hockley (2007), the negative attitude has several causes:

A large part of the negative attitudes teachers have towards technology is usually the result of a lack of confidence, a lack of facilities or a lack of training, resulting in an inability to see the benefit of using technologies in the classroom. (p. 9)

Language teachers, thus, have been required to cope with these challenges in online teaching settings they were forced to migrate to as a result of the situation with Covid19. Considering these obstacles as well as the little or no training they had received for the online teaching, this study was set out to investigate language teachers' experiences during the online teaching period. Most precisely, this research was mainly focused on

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investigating language teachers' self-confidence in using technology, which is an indicator of anxiety; present attitude towards using technology for language teaching; and how much they have taken advantage of online resources.

The following research questions guided this study:

- Have language teachers gained any self-confidence in using technology during the online teaching period?
- How much have the language teachers taken advantage of the online resources and are they willing to do so in the physical classroom in the future?
- What are the teachers' attitudes towards using technology during the online teaching model as well as their attitude towards integrating more technology in face-to-face teaching in the future?

2 Methodology

The present study adopted a survey research design. In order to investigate and answer the relevant research questions, the study used quantitative methods.

The research instrument included a questionnaire which was administered online using Google Forms. The questionnaire consisted of twelve items and included Likert scale items, multiple choice and Yes/No questions.

The participants in the study included twenty high school teachers of English as a foreign language. The selected teachers were from both private and public schools as well as from various cities in North Macedonia.

The sample for this research was selected carefully so as to be representative of the wider population. The questionnaire was administered online and the participants were asked to fill it out within a week time. The data gathered from the questionnaire was analyzed quantitatively.

3 Results

The purpose of this study was to investigate the English teachers' experiences and practices when it comes using technology during the online teaching. Below, the results from the questionnaire will be presented and analyzed.

The data (Figure 1) clearly indicate that language teachers' confidence in using technology has increased during the online teaching. When the respondents were

asked if they agreed with the statement, "During the online teaching I have gained more self-confidence in using technology for language teaching", the majority of them, that is roughly two third of the respondents, either agreed or strongly agreed, while most of the remaining respondents were neutral.

1. During the online teaching I have gained more self-confidence in using technology for language teaching.

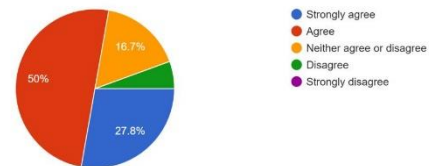


Figure 1 Teachers' increased self-confidence in using technology during the online teaching

Identically, the participants felt that they can now use technology more and better as compared to the time before the pandemic. As the figures below clearly show, the majority of teachers (about 80%) believed that they can now manage technology and make better use of technology for language teaching in comparison to the time before the pandemic, while only 16.7% percent were neutral on this matter.

2. I can now use technology (for language teaching) better and more than before the pandemic.

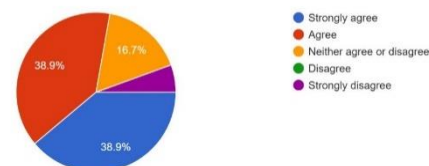


Figure 2 Teachers' beliefs on the use of technology as compared to the period before the pandemic

Besides increased confidence in using technology, the teachers still felt the need for more training on how to make use of technology for language teaching. The majority of respondents (66.7%) either agreed or strongly agreed with the idea that they need more training, whereas only 22% felt that they do not need any training. The remaining 11.1% were neutral.

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3. But I still feel that I need more training on how to handle/use technology for language teaching (be that in online or face-to-face context).

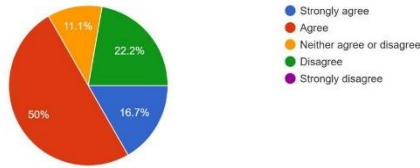


Figure 3 Teachers' opinion on the need for more training on how to make use of technology for language teaching

Language teachers have tended to take advantage of online resources during the online teaching. When respondents were asked to rate the statement, "During the online teaching/pandemic period I have used more online teaching resources (e.g. online lesson plans, worksheets, games, videos etc.) with my students compared to the time before the pandemic", the majority of them (almost 80%) either strongly agreed or agreed with the statement, whereas the rest either were neutral or disagreed with the statement.

4. During the online teaching/pandemic period I have used more online teaching resources (e.g. online lesson plans, worksheets, games, videos e...udents compared to the time before the pandemic.

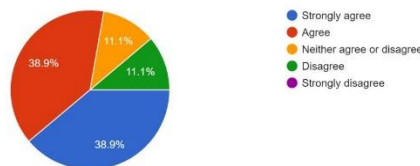


Figure 4 Teachers' use of online resources during the online teaching

Respondents were also asked to share their views related to the statement: "But I still feel that I need more training on how to find and use online teaching resources more effectively", and as the statistics below show, the responses can be generally divided between agree and neutral, which clearly indicates that teachers still need further training on using online resources, besides the fact that they have taken advantage of the online resources during the pandemic, as indicated in Figure 4. Only about one fifth of the respondents felt that they don't need any training.

5. But I still feel that I need more training on how to find and use online teaching resources more effectively.

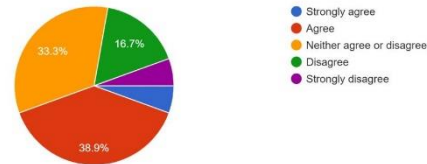


Figure 5 Teachers' views on the need for more training in how to make better use of online resources

The participants in the study were asked to select or multi-select the digital resources they had started to use during the online teaching. As Figure 6 indicates, the majority of the respondents preferred online audio/videos, digital articles or stories, digital worksheets, online or downloadable activities, and digital worksheets. Surprisingly, 'online dictionaries' was the least selected item among the respondents.

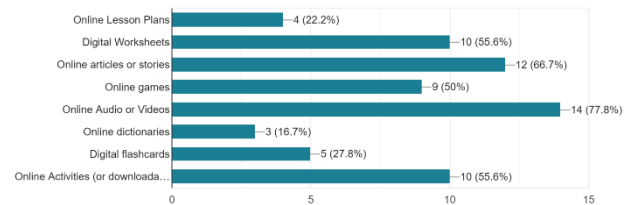


Figure 6 The most frequently used online resources during the pandemic

The data shows that teachers are willing to keep using the online resources they started using during the online teaching when they are back to face-to-face teaching. As the statistics below indicate, the majority of respondents, that is 70.6%, are willing to do so while almost a third felt uncertain.

7. Are you willing to continue using these extra online resources when we go back to face-to-face teaching after the pandemic is over? (You don't ha...ected any of the options in the previous question)

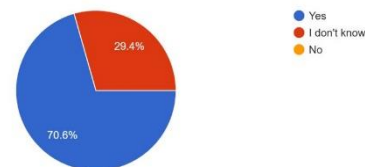


Figure 7 Teachers' willingness to keep using the online resources when moving back to face-to-face teaching

The questionnaire responses (Figure 8) show that the majority of the respondents have participated in webinars, while only a quarter of them have not done so.

8. Have you participated in online seminars for language teachers (webinars) during the time of the Covid19 pandemic?

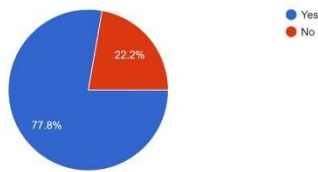


Figure 8 Teachers' participation in online webinars during the pandemic

The respondents who had participated in webinars during the online teaching were asked to rate the usefulness of webinars and, as the figure below indicates, 71% of respondents found them useful whereas just over a quarter found them somewhat useful.

9. If yes, how useful have you found the webinars? (Please don't answer this question if your answer under question 8 is "no")

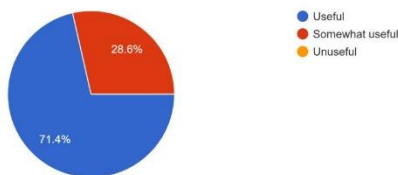


Figure 9 Teachers' perceptions on the usefulness of webinars

However, almost all participants either strongly agreed and or agreed with the idea that continuing to participate in webinars when they are back to face-to-face teaching is a good option as they are practical and flexible training opportunities for them.

10. I would like to continue participating in Webinars (online seminars) after the pandemic is over and when we are back at school since they are prac... question if your answer under question 8 is "no")

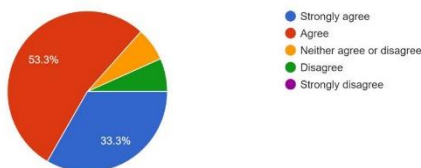


Figure 20 Teachers' willingness to continue attending webinars after the pandemic

Respondents were asked to share their views related to the statement: "After the pandemic, the school system should move on to incorporate/provide/encourage more technology in the face-to-face classroom (e.g. digital resources, interactive whiteboards etc.) for teachers. As the statistics below show, the majority of the respondents either agreed (61.1%) or strongly agreed (16.7%) with this statement, while just over one fifth of the respondents were neutral.

11. After the pandemic, the school system should move on to incorporate/provide/encourage more technology in the face-to-face classroom (e.g. digital resources, interactive whiteboards etc.) for teachers.

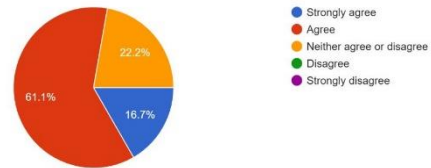


Figure 31 Teachers' views on schools incorporating more technology in the post-pandemic education

The participants showed clear willingness to keep utilizing the same tools they had used during the online teaching. When asked to rate the statement, "After the pandemic, I would be willing to use some of the technological tools I have used during the online teaching since they are great tools to keep in touch with students as well as organize/guide them outside the classroom (such as in a project, having students collaborate in an extracurricular activity etc.)", the majority of respondents agreed or strongly agreed with the statement, while just over one fifth of the respondents were neutral. No respondent disagreed with the statement.

12. After the pandemic, I would be willing to use some of the technological tools I have used during the online teaching since they are great tools to kee...nts collaborate in an extracurricular activity etc.).

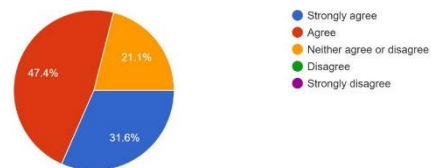


Figure 42 Teachers' willingness to keep utilizing the same technological tools after the Covid 19 pandemic

4 Discussion and conclusion

The results clearly indicate that online teaching has played a positive role in teachers becoming more confident in utilizing and making use of technology for language teaching. This also suggests that language teachers may no longer have the anxiety or technostress they used to have before the pandemic. However, this does not necessarily mean that language teachers would not need any additional training. As the questionnaire responses evidently suggest, teachers still believe they need further professional development and training in using technology for language teaching.

The data indicates that language teachers have turned to alternative teaching and learning materials and thus have enriched the classroom with additional useful online resources in addition to the traditional teaching materials. The figures do not suggest that teachers have taken full advantage of online resources, however, it can be considered a good start. Most importantly, teachers' responses reveal that they are willing to continue to use online resources when back to face-to-face teaching contexts. This leads us to believe and hope that there will be a smoother integration of technology in the language classroom in the future thanks to the effects of online teaching during the pandemic.

Generally, teachers have taken part in webinars for professional development, and most importantly, the majority of them see them as a useful way to develop themselves professionally. This leads us to suggest that webinars should be considered as an alternative mode for teacher professional development in the future.

The responses as a whole demonstrate teachers who participated in the study have a positive attitude towards the technology they used during the pandemic as well as positive attitude towards the idea of using and integrating the same in the future teaching settings. The same can be said about the online resources and webinars as possible future tools and means of teaching and professional development.

Some implications and recommendations

Some pedagogical implications and recommendations which arise from the current study are as follows:

- Traditional barriers to incorporating technology in the classroom, such as teachers' anxiety, negative attitude etc., may no longer be as strong an issue as they used to

be. Schools should use the opportunity to accelerate the process of technology incorporation.

- Webinars should be considered as an additional alternative to traditional seminars for teacher professional development in the future, considering their flexibility and practicality.

- Teachers should be further trained and encouraged (by school administrators) to continue using and taking advantage of online resources as valuable teaching and learning materials and provide necessary support in this process.

- Keeping language learners engaged in language learning outside the classroom when moving back to face-to-face teaching may be easier in the future, considering teachers' increased familiarity with available online tools. Innovative techniques, such as blended learning and flipping the classroom, may be easier to introduce and incorporate.

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COMPARATIVE EVALUATION OF ONLINE AND IN-CLASS STUDENTS' PRESENTATIONS DURING COVID -19 PANDEMIC IN NORTH MACEDONIA

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SEEU

Abstract

Student presentations in the classroom are being constantly used among university level students in different subjects. It is a common belief of different educators that students' presentations enhance their communication skills, strengthen team work and aim to reduce speaking anxiety when presenting in front of other people.

Due to the global COVID-19 pandemic there was a shift from in-class to online teaching where teachers had to modify their assessment methods. In this regard, the students in different courses were required to do online presentations using a specific peer-rubric and self-evaluation rubric. The "digital native" generation of our learners prefer to use different online tools and programs and make their presentations more attractive for their peers.

The present study investigates the two modes of presentation, online and in-class presentations, of the students of the English Language and Linguistics BA program at South East European University in North Macedonia. The main variables investigated are student perceptions of digital technology, their perceptions of students' presentations and challenges they faced during this process.

The study used two research instruments, a student questionnaire which contained 20 items related to student perceptions of online presentations. Also, two presentation rubrics, peer - evaluation and self-assessment, which were analysed in order to see the difficulties that students faced during their presentations.

The results of the study showed that students have positive attitudes towards online teaching and are confident in using technology. One of the main differences between online and in-class presentation was the anxiety when presenting in the class, while there was a lack of eye contact during online presentations.

The results of this study will be beneficial for EFL teachers and will provide some practical

recommendations when preparing their course syllabi and evaluation rubric selection.

Keywords: COVID-19 Pandemic, online presentations, in-class presentation, SEEU, English Department

1 Introduction

Student presentations in the classroom are being frequently used in different subjects as a part of the assessment and there are many benefits acknowledged by both teachers and students. The main advantages of the students' presentations are classroom interaction and participation, motivation for learning, most importantly the development of communication and presentation skills (Girard, Pinar and Trapp, 2011). They further stated that "Students can gain knowledge not only from the research they and other students perform, but also by observing the other presenters' strengths and weaknesses to develop better communication and presentation skills" (p.77). However, introvert students may sometimes be against presentations because they fear of public speaking or simply dislike presentations. Due to the COVID-19 pandemic in the world, there was a shift from face-to-face learning to online learning and one of the main thing teachers had to change was the modification of their assessment methods. Individual students' presentations were one of the main components of the English Language Teaching Methodology 2 (ELTM 2) class in the Summer semester 2020/2021 at SEEU. Initially, the presentations were planned to be conducted in the classroom but with the beginning of online teaching, the students were trained how to do the presentations using Google Meet, the online communication tool used at SEEU to deliver online classes. This assessment component was worth 20% of the final grade and the students were free to choose their presentation topic relevant for the course. As a part of this process, there was a specific peer-rubric and self-evaluation rubric used to assess student presentation skills and knowledge.

Student-generated digital presentations, implemented with a variety of tools, have recently been reported in a number of contexts. Given the well-recognized

pedagogic value of traditional in-class student presentations, it is prudent to ask whether replacing them with online presentations offers similar learning experiences and encourages a similar quality of academic performance. Therefore, it is of outmost important to investigate the differences between online and in-class presentations especially in a context of North Macedonia where such a study has never been undertaken.

Given the well-recognized pedagogic value of traditional in-class student presentations, it is prudent to ask whether replacing them with online presentations offers similar learning experiences and encourages a similar quality of academic performance. The preset student was conducted during summer semester 2021 at SEEU with the students of the Department of English Language and Literature. The main aim is to investigate and compare two types of students' presentations, online and in-class presentations. Other variables analyzed are student perceptions of digital technology, their perceptions of classroom presentations and the challenges they faced during presentations.

2 Literature Review

Students' presentations are widely used at the university setting a requirement of different courses. The presentations are prepared by the students at home and then presented in front of the class followed by 5-10 minutes discussed in the end. The teacher uses a specific rubric to assess students' presentation skills. The main reason that teachers use classroom presentations are that they are aware of the benefits of them especially in the teacher training programs.

According to Hayton "Presentations are a great way to have students practise all language systems areas (vocabulary, grammar, discourse and phonology) and skills (speaking, reading, writing and listening). They also build confidence, and presenting is a skill that most people will need in the world of work." (<https://www.teachingenglish.org.uk/article/student-presentations>)

During COVID-19 Pandemic, all institutions in the world switched their teaching to complete online mode. Teachers had to modify the course syllabi and change their assessments accordingly. Therefore, the students received initial training in using Google Meet and its options to share online presentations. Most of the students felt comfortable about the new way of teaching but there were few who expressed concerns. Similarly, "While many students appreciate the flexibility of

online courses, particularly if they are trying to maintain jobs outside of school, students also report struggling with the lack of face-to-face interactions with instructors" (Shin & Lee, 2009 cited Hawkins et al. 2019, p. 146). Also, Vanhorn et al. (2008) "surveyed faculty and found that most of the most common challenges associated with teaching fully online communication courses include transforming the course content to an online platform, time management and workload, technology challenges, student motivation, communicating with students online, obtaining appropriate institutional support, and maintaining motivation as faculty" (cited in Hawkins et al. 2019, p. 147).

There were several studies conducted in different contexts relevant to the present study. Braun (2017) conducted a study comparing Online and In-Class Student evaluations. He compared the two modes of presentations in terms of student perceptions and academic performance. The study used a survey to investigate students' familiarity with digital technology, presentation anxiety, and differential perceptions of the two modes. The main results drawn from this research was when the students choose a mode for a future presentation: none of the online presenters opted for the in-class mode while a third of in-class presenters selected the online mode. While, student presentation anxiety was similar for in-class and online presenters and was insensitive to gender and familiarity with English. In terms of academic, no significant difference was detected between the modes performance.

Woodcock (2012) introduced student-created digital presentations in a political theory class, motivated by a desire to free seminar time and reduce student anxiety. The surveyed students indicated that they could readily handle the technological challenges of preparation and that, while appreciating that this mode of presentation reduced anxiety, they did not necessarily want oral presentations to be entirely removed.

Additionally, Barry (2012) video-recorded oral presentations in a business-studies class to provide a means of feedback and self-assessment; students found it engaging and beneficial. Holland (2014) described the use of online student presentations in a business-studies course, focusing on the professional and practical benefits of web-based multimedia technology and peer assessment, there was no attempt to make comparisons with the traditional presentation mode.

3 Research Methodology

The present study investigates students' perceptions and experiences with online presentations during the COVID-19 Pandemic at SEEU. It also highlights some challenges that students faced during preparation and online presentations of their topic. The study also provides some new facts on the differences between in-class and online presentations as perceived by the students. The study took place during the summer semester 2021 at SEEU in Tetovo, North Macedonia.

- **Research Questions**

The research aims to answer the following questions:

Q1: What are students' attitudes towards online teaching?

Q2: How do students perceive online presentations?

Q3: What are the main challenges of online presentations?

- **Participants**

The study involved 115 participants, both BA and MA students enrolled in the study programs: BA in English Language and Literature and MA in English Language Teaching. They all come from North Macedonia, Kosovo and Preshevo Valley, of both genders, 79 females and 36 males. All participants belonged to different nationalities: Albanian (85%), Macedonian (12%), Turkish and Roma (3%). Their age was 18-35 and they all had different learning background.

The study used two instruments: 1) student questionnaire (See Appendix 1) which explored students' familiarity with digital technology, their perceptions towards presentations and the differences between two modes of presentations, in-class and online given through communication service, Google Meet. The second instrument was students' peer - evaluation and self-assessment (See Appendix 2) which were analyzed in order to see the difficulties that students faced during classroom presentations.

- **Results**

The student questionnaire was used in the first phase of the research and it aimed at exploring students' familiarity with digital technology, their perceptions and challenges they faced during online presentations. It contains 15 questions relevant for this research.

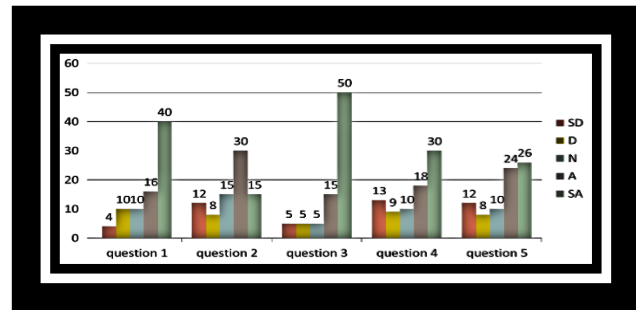


Figure 1: Responses for questions 1-5

Analyzing Figure 1, it can be seen that almost half of the participants (40%), strongly agreed that they enjoyed using technology for personal and recreational matters while 30% reported that they use technology for learning. However, question three results show that 50% of the participants are confident in using technology. This is very positive because the students can handle different online tasks without much difficulty.

Regarding question 4 results, 30% of the participants strongly agreed that the class assignments helped them to develop research and analyzing skills while 26% of the participants strongly agreed that engaged with the topics in the ELT classes.

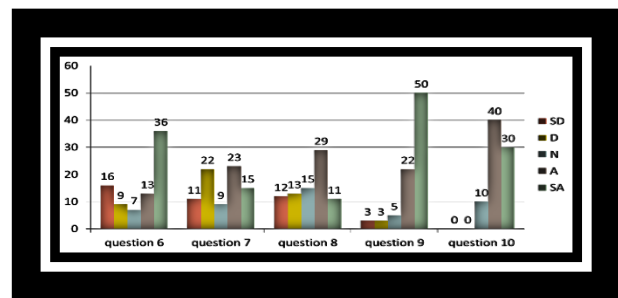


Figure 2: Responses for questions 6-10

Looking at figure 2, we can see that 36% of the participants strongly agreed that course presentation has enhanced their digital skills and that presentation has helped them to improve their collaborative skills as expressed by only 15% of them. Similarly, 11% of the participants strongly agreed that they were motivated to prepare their class presentation. These numbers are not very encouraging but it seems that the students appreciated that they have chosen their own topic for their presentations as reported by 50% of the participants. Finally, question 10 results showed that having to evaluate their classmates' presentation, they to focus more as reported by 30% of the participants.

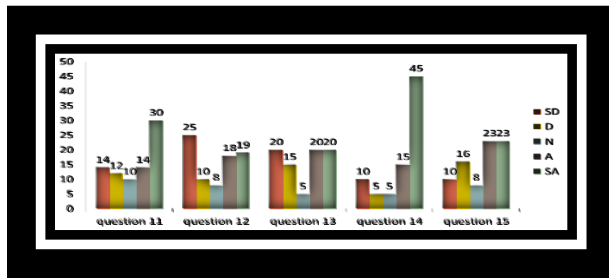


Figure 3: Responses for questions 11-15

Regarding question 11, in-class presentations made a greater impact on me, the results showed that 30% of the participants strongly agreed on this and 19% strongly believed that Online presentations made a greater impact on them. While, surprisingly 20% of the participants strongly agreed that Online-presentation required more preparation than in-class presentation. When it comes to presentation anxiety, 45% of the participants felt more anxious when presented in the class than online. Despite this, only 23% of the participants strongly agreed that they would definitely choose online-presentation in the future.

The questionnaire results have revealed some interesting results regarding the students' opinions about presentations they had to deliver for the course. As expected, 50% are confident in using technology and this fact facilitates learning process in general. Also, 50% of them were very happy that they have chosen their presentation topic. Despite the fact that in-class presentations make them more anxious only a small number of the participants would choose online-presentation in the future.

The last questionnaire item, 16, was an open-ended question which required the students to list all the challenges that they experienced while preparing and presenting online using Google Meet system of communication. Table 1 summarizes the responses listed by all participants.

Table 1: Summary of the responses to open-ended question

Challenges listed	Number of responses
Worrying about the internet connection	(31 responses)
The lack of eye contact with the classmates and the teacher	(27 responses)
PowerPoint slide show getting stuck on one slide	(22 responses)

Not knowing if the participants are paying attention to the presentation	(15 responses)
Finding appropriate online materials related to the presentation topic	(10 responses)
The lack of the feedback from the classmates and follow-up discussion	(3 responses)
The lack of interaction among classmates	(5 responses)
Difficulties with Google Meet and sharing the screen	(2 responses)

Based on the participants' responses, it can be concluded that the most-listed challenge was the internet connection especially for students living in the rural parts of the country. Then, for all students who have presented a worrying factor was the eye contact with their classmates because they are aware that eye contact is very important during presentation. Very often, the slides stuck and then the students had to log out and join again, 22 responses, and 15 responses listed were related to students' attention on their peers' presentations. Finally, it seems that the least frustrating thing for the students was sharing the screen while presenting.

• Analysis of peer evaluation and self-assessment

At the beginning of the course the students of the ELTM 2 class, were instructed to use a rubric to assess their peers' presentations which contained two parts: peer-evaluation and self-assessment of the presentation (Appendix 2)

Analysing the data obtained from this instrument, we can see different student responses related to their peer presentations conducted online. Students' feedback and their self-assessment showed that students were very objective in assessing online presentations. The following are some examples of peer feedback:

Student A:

This topic was a good choice and educational, good supporting details, I suggest not to read all the materials included in the slides.

The presentation contained introduction, body and conclusion but no video to demonstrate this lesson topic.

Very good choice of topic, they had appropriate volume, clarity while speaking.

Student B:

The topic was elaborated well with the clear focus and comprehensible.

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The slide organization was organized well and easy to follow with lots of visuals.

The language used was understood well with a few grammar mistakes.

Student C:

Presentation Content was clear with an interesting topic and many details included.

The slides were well organized; however a short thesis introduction was needed at the beginning of the presentation.

The last part of the form included 3 questions which asked the students what have they learned from online presentations and their suggestions for further improvement. Table 2 provided a summary of the student responses.

Table 2: Student perceptions of online presentations

<ul style="list-style-type: none"> ➤ I learned how to start a presentation and how to keep students' attention. ➤ I learned how to search materials on the web ➤ I learned how to analyze YouTube video ➤ I learned how to share the slides with the class ➤ I learned how to feels to be a teacher and present online ➤ I learned how discuss many things with my friends in an online environment <p><u>Suggestions for improvement:</u></p> <ul style="list-style-type: none"> ➤ Not to read so much from slides ➤ To choose a more practical topic and more examples ➤ To include a YouTube video for demonstration ➤ To respect the presentation timing ➤ To involve students as well

The Peer-evaluation forms revealed some interesting facts related to student perceptions of online presentations. All participants have stated different ideas on how they perceived online presentations and it seems that the rubric used covered the most important things starting from the relevance of the topic, slide content, voice clarity and new knowledge acquired. Online presentations were perceived to be beneficial and important for the students especially presenting in a new environment which is online. The students have also

given some constructive comments such as: not reading too much from the slides rather explain the concepts,

4 Conclusion

To our knowledge, this study was among the first ones in North Macedonia which aimed to compare online and in-class student presentations.

Based on data collection from the questionnaire, the students hold positive attitudes towards online teaching because they are confident in using technology. This made the learning process much easier during the COVID -19 Pandemic at SEEU and it resulted in effective language acquisition. Students will positive attitude always perform better than those with negative attitudes towards certain language elements. Around 30 % of the participants reported that course presentation has enhanced their digital skills yet only 15% of them believed that presentations can enhance collaboration among students. But, the most important thing they appreciated was their autonomy in choosing their own presentation topic as reported by 50% of them.

When it comes to students' perception of online presentations delivered during the pandemic as a part of the course requirement, it seems that in-class presentations made a greater impact on them as reported by 30% of the participants in comparison to online presentations (19%). Online presentations required more time but the students feel more anxious when they presented in the class (45%). Only 23% of the participants strongly agreed that they would definitely choose online-presentation in the future.

In response to research question 3 which was related to the main challenges of online teaching, the students have listed some of them. The first challenges the students faced during online presentations was the internet connection as reported by 31 participants. Poor internet connection can seriously impede online learning especially in the rural parts of the country. Another issues mentioned by 27 students was the lack of eye contact with the classmates and the teacher. Making eye contact with the classmates is a characteristic of a good presentation at the same it is a good way to get them to pay attention to you. Very often students dealt with the slide show getting stuck on one slide (22 responses) and this was irritating and frustrating for the students while presenting.

Implications for teaching

The setup in this study allowed us to come to some practical conclusions about students' attitude and perception of online presentations and aimed to compare online and in-class presentation during the COVID-19 Pandemic at SEEU in North Macedonia. Even though, a significant proportion of respondents were comfortable with the online-presentation mode despite technological problems that might face and presentation anxiety they feel while presenting in the class. Teachers should train students before hand and try to make this process easier for them. A good starting point would be to ensure that there is no anxiety involved by trying to create friendly atmosphere, offer some tips for sharing the screen and encourage the discussion and feedback session in the end. The peer-assessment rubric was helpful because it helped students reflect on what they have learned and offered some practical suggestions for improvement. Finally, this research is a step forward in helping teachers to plan the student presentations in any learning environment, online or traditional one.

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“THE USE OF STRATEGIES BY EFL STUDENTS IN ONLINE CLASSROOMS- RESEARCH CONDUCTED IN HIGH SCHOOL SAMI FRASHËRI-KUMANOVË”

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Abstract

Acquiring a foreign language is very challenging for learners because of different factors such as: the difference of the mother tongue, different rules and function, and mostly in applying the knowledge in practice. Students face difficulties during their learning process because they need to know what type of learning strategies they use in the classroom, which strategies help them learn the language better etc. Strategy choice can greatly influence learners' potential during classroom tasks. Given the importance of this topic, study compares the positive effect of using learning strategies in the learning process. The participants in this study are third year high school students from Kumanova city; their background knowledge differs from each other as they have different language needs. The method used is qualitative approach, in this case a questionnaire that is related to strategies by EFL learners. The results should describe learners' strategies during their learning process and their challenges in acquiring the material correctly. The outcome of this case study presents valuable information for current teachers and future researches; hence there is a limited number of studies in this field.

Keywords: learning strategies, learners, teachers.

1 Introduction

Teaching a second language is a process in which the teacher transmits the knowledge to learners in different ways in comparison with the first language. The teacher teaches learners a foreign language except from their mother tongue in this case English language. Teaching a second language in nonnative English classrooms can be a complicated process for the teacher because learners are not on the same level as each other, they have different backgrounds and levels of language proficiency. Furthermore, using different learning strategies in EFL classrooms causes some problems with the professors and learners. It can have a negative impact on learner's learning styles and would not allow them to

learn the language properly. On the other hand, the professor is the leader in the classroom; he knows how to teach the learners and what type of learning strategies to use. The teachers are required to make an analysis about the learner's needs, what type of learners they have, and how they acquire a foreign language. Learner's success depends on the teacher's performance in his lecture and how he motivates the learners about the second language acquisition. Then choosing the relevant strategies for the learners and using them in the classroom plays an important role.

2 Literature Review

2.1 What are Learning Strategies?

When facing learning strategies and using in the classroom, the role of the teacher is to understand what learning strategies are. Strategies have been described by many authors as methods or techniques that teachers use in the classroom in order to help learners to acquire the foreign language appropriately. Furthermore, strategies have been described by different scholars as “techniques, tactics, potentially conscious plans, consciously employed operations, learning skills, cognitive abilities, language processing strategies and problem solving procedures” (Wenden 1987, p.7), as well as “specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills” (Oxford 1992, p. 18)(as cited in Burns & Richards, 2012). Viewing these descriptions, learners have named them differently because they have focused on different strategies in their topics that they have dealt with. According to Tay (2014) “Learning strategies are the total effort that the students need to process, understand and adopt the information introduced in learning-teaching processes or in their individual preparation”. Based on this, learners should understand the process of learning and they need to acquire the language properly. On the other hand, teachers should know which strategies to use in the classroom, which types of strategies would be useful for their learners. Oxford's (1990) (as cited in Burns & Richards, 2012, p.72) strategy system has presented those two groups: Direct strategies involve mainly

mental processing of language to help learners store, retrieve and use language in spite of limitations in vocabulary and grammar. The main sets of this type include social, metacognitive and affective strategies. Indirect strategies support and manage language learning without directly involving the target language and work in tandem with the direct strategies. Those two models are useful for preparing different activities for strategy instruction, and teachers can easily use them in class with learners. Thus evidence suggests that there are more advantages in using learning strategies in the second language teaching classroom. However, all of the previously pointed studies show that each disadvantage can be overpowered by the benefits of learning strategies usage.

2.2 Types of Teaching Strategies in the Classroom

Learning strategies are very important and useful in the classroom, which helps teachers to use different types of them in order to teach their learners appropriately. Wehrli (2003) explained the teaching strategies as follows: Brainstorming is a process for generating multiple ideas/options in which judgment is suspended until a maximum number of ideas has been generated. Case-based Small-group discussion, in this teaching strategy, small groups of 5-10 address case-base tasks, exchanging points of view while working through a problem-solving process. Demonstration means performing an activity so that learners can observe how it is done in order to help prepare learner to transfer theory to practical application. Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. Carefully planned uses of games in the classroom (e.g., for participating certain verbs, tenses, questions, locatives, etc.) add some interest to a classroom (Brown, 2000: 146). Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials (as cited in Al-Banna, 2014, p.2). Using these types of strategies in the lesson, it would be very useful for teachers and learners because teachers have the opportunity to choose the most appropriate strategies based on learners' needs. And learners would find the learning process easier and understandable.

2.3 Teacher's Strategies in EFL Online Classroom

Acquiring the second language is very important but using the appropriate learning strategies in online classroom is very effective for both teachers and learners. In order to use the most useful strategies in the lesson, teachers must understand the meaning of learning strategies first and then to use them in the teaching process. The target language is very challenging and it has many parts that learners find very difficult to learn. Then teachers have difficulties to teach learners appropriately during online lessons. For this reason, teachers should be very careful to choose the most useful strategies in order to teach the second language acquisition correctly. Moreover, learning strategies in general are very effective and useful in language teaching. According to Oxford (2003) "Nowadays, it is widely acknowledged that learning strategies have become one of the main factors that help students to learn a second or foreign language successfully" (as cited in Montano, 2017, p.2). We can notice that learning strategies have a great influence in SLA and in learner's knowledge. If teachers do not use the most useful learning strategies in the classroom based on student's needs then they do not achieve to teach their learners effectively. They cannot reach their goal to transmit their knowledge to learners and help them acquire the target language. Learners will face with challenges during the learning process and they will not be able to develop their language skills and critical thinking as well. There are many effective strategies and approaches that teachers can use in the classroom in order to teach in the best way such as CLT approach, Direct method, Audio lingual method, Cooperative learning, Metacognitive strategies etc. Teachers have to be determined and to choose the most important and sufficient strategies for their teaching process.

3 Research Methodology

This research was carried out by using a qualitative approach in order to analyze and get better results of the teacher's use of learning strategies in SLA classroom. Primary data was collected and analyzed very carefully. The main research instruments used was the questionnaire conducted with EFL students, 3rd year at "Sami Frashëri" High School in Kumanova. The number of students that participated in the questionnaire was 30 of which were 17 males and 13 female.

3.1 Research Questions

During this research, the following questions are addressed:

- What is the relation between teachers' learning strategies and learner's performance?
- How does the language learning strategies influence in learner's performance in the classroom?

Results

This part will present the results obtained by the instrument of the research. It will consist of a thorough analyses and presentation of the questions and responses from the questionnaire.

Question 1: During online sessions, I often miss important points because I'm thinking of other things.

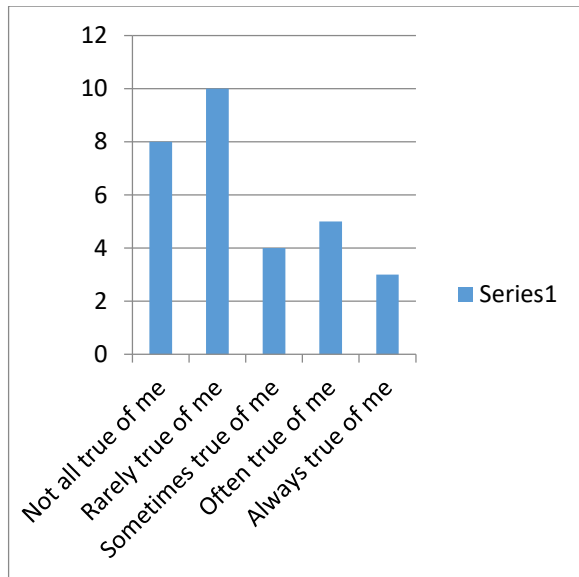


Figure 1. During online sessions, I often miss important points because I'm thinking of other things.

By analyzing figure 1 above, it can be seen that 8 students do not miss important points during online lessons, 10 of the participants reported that they miss important points because they think of other things, 4 of the participants sometimes miss important things, and 5 students often miss important things and 3 students reported that they always miss the points during online sessions.

Question 2: When studying, I often try to explain the material to a classmate or friend.

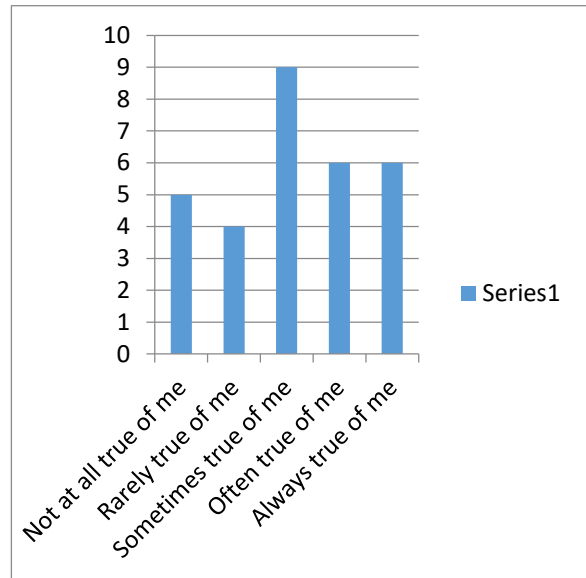


Figure 2. When studying, I often try to explain the material to a classmate or friend.

Regarding question 2, results show that 5 students do not try to explain the material to a classmate, 4 of the participants rarely explain to classmates, 9 of the participants reported that they sometimes explain the material, 6 of the students stated that they often explain to a friend and 6 of the students claimed that they always explain the material to classmates.

Question 3: I usually study in a place where I can concentrate on my course work.

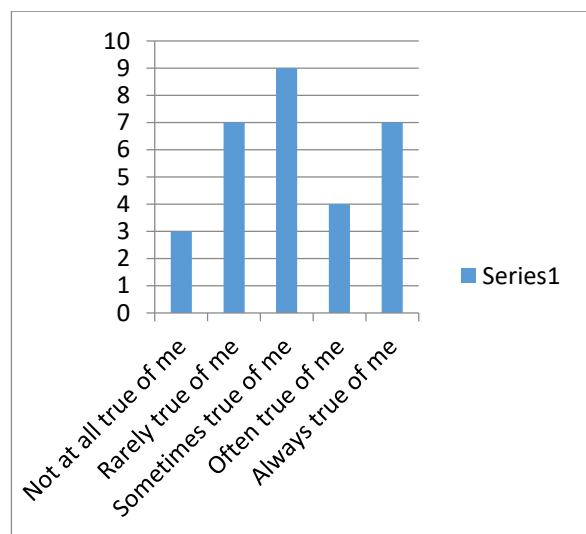


Figure 3. I usually study in a place where I can concentrate on my course work.

Regarding question 3, it can be seen that 3 of the students do not usually study in a place where they can concentrate, 7 of the students reported that they rarely study in a place where they focus on the course work, 9 of the participants stated that they sometimes study in a place while 4 of the students claimed that they often study where they can concentrate in the course work and 7 of the students reported that they always study in a place where they focus in their course work.

Question 4: When reading, I make up questions to help focus on the material.

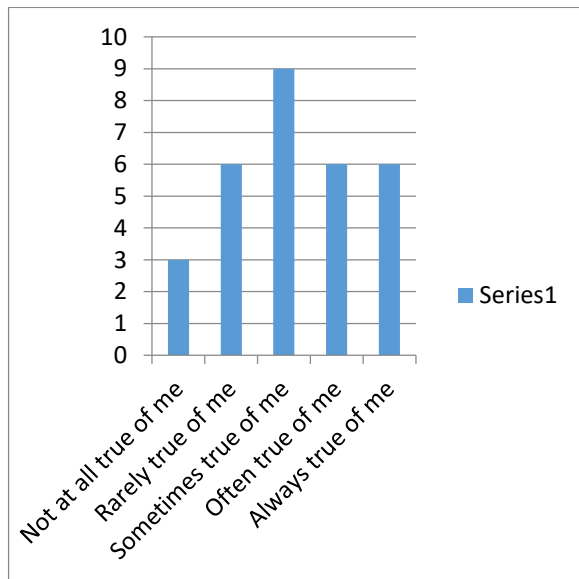


Figure 4. When reading, I make up questions to help focus on the material.

Regarding question 4, it can be seen that 3 of the students do not make up question, 6 of the participants reported that they rarely make up questions to help focus on the material, 9 of the students claimed that they sometimes make up questions during the reading part, 6 of the students stated that they often make up questions in the reading part and 6 of the participants reported that they always make up questions to help focus on the material during the reading part.

Question 5: I often feel so lazy or bored when I study that I quit before I finish what I planned to do.

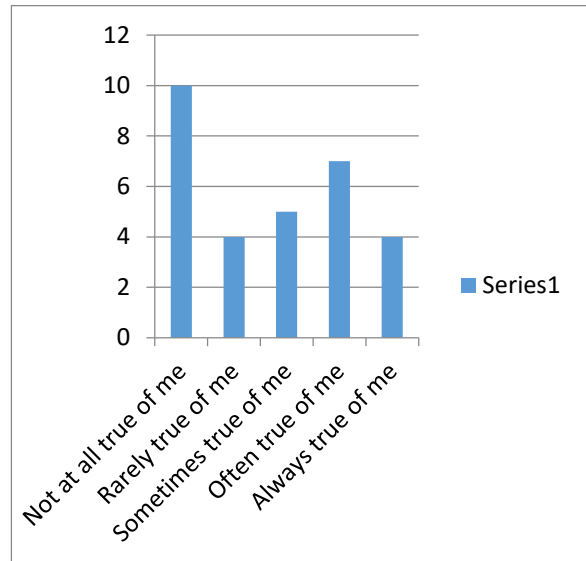


Figure 5. I often feel lazy or bored when I study that I quit before I finish what I planned to do.

Regarding question 5, results show that 10 of the students when they study they do not quit before they finish, 4 of the participants claimed that they rarely quit what they planned to do, 5 of the students stated that they sometimes quit when they study, 7 of the students reported that they often quit when they feel lazy or bored, and 4 of the participants claimed that they always quit before they finish when they study.

In this part, the research questions will be presented and explained carefully. The research questions are related to students' strategies in online classroom, how they use learning strategies and if learning strategies influence in their performance.

Q1: What is the relation between teachers' learning strategies and learner's performance?

- There is a relation between teachers' learning strategies and learners' performance because teachers' usage of learning strategies in the classroom plays an important role. If teachers use the appropriate learning strategies during the teaching process, learners will have the opportunity to express their knowledge in the best way possible. They are able to perform in the lesson and to improve the language properly.

Q2: How does the language learning strategies influence in learner's performance in the classroom?

- Learning strategies have a great impact in learner's performance because strategies are useful in the language process. Using the most useful learning strategies during the lesson, learners can acquire the target language in the easier way and for this reason language learning strategies influence in learner's performance.

4 Conclusion

Important conclusions can be brought from the data obtained by the instruments of this research. The following conclusions are a confirmation of the important issues in using learning strategies by EFL teachers in classroom and learners' experiences which should be taken into consideration by future researches. Based on the questionnaire results, it can be concluded that: the majority of the students miss important points during online sessions because they think about other things. Moreover, most of the students stated that they try to explain the material to friends when they are studying. Also, the majority of the students study in a place where they can concentrate in the course work. According to student, they make up questions to help focus on material, and they feel lazy or bored when they study. Based on the conclusions, we can notice that learners have challenges in the learning process because each of them uses different strategies. Another problem is that learners are bored in online classes and they cannot focus directly in the material, they are not motivated at all. In order for learners to acquire the material properly and do not have difficulties, teachers need to use the appropriate learning strategies in the lesson and help learners to face with challenges and motivate them more during the teaching process. Based on the research, we can conclude that there is relation between teachers' learning strategies and learner's performance because teachers have a strong influence in the classroom. If teachers use the useful strategies in the teaching process, learners will perform in the best way possible and they will develop the language skills such as reading, speaking, writing and listening. Also learning strategies influence in learner's performance in the classroom because learners use different types of strategies in the lesson, and all strategies have its own advantages.

Limitations

This research has been conducted with maximum devotion for giving perceptions to the supreme issues related to teaching. Although the shortcomings of the research will be showed, so the future researchers will

take them into consideration in order to expand the opportunities for more qualitative researches. Even though the research was conducted very attentively, again difficulties were unavoidable. To begin with, the number of the participants was limited for making generalizations for all of the students in this school. A limited number of researches have been conducted in this field; there is a very small number of data and results which vary because of the sample. A need for a study in this field is needed, especially with Albanian EFL students. This research will enrich the data for future researches. The results of this research cannot be generalized, because the number of sample does not allow bringing conclusions for the entire school.

Recommendations

Important factors that should be taken into consideration for a better flow of the research are: the number of the students within the same online class, teachers' opinion and teachers' experience about English learning strategies usage in online classes, and what benefits are there in using the most useful strategies during the teaching process. During this research, there was only a small number of students participating because of the pandemic. It is recommended that teachers are aware of using better learning strategies in online classes in order to teach students the material in the best way possible and make students more confident and motivated too. We also recommend that teachers focus on communicating with students more in order not to be lazy or bored with the subject. It was notable that students participated and responded to the instrument with the fullest transparency. The instrument helped in gaining reliable and truthful results.

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Appendix Questionnaire

<u>Learning Strategies :</u> When you study for this class, how true are these statements about you?	(1) Not at all true of me	(2) Rarely true of me	(3) Sometime s true of me	(4) Often true of me	(5) Always true of me
1 During online sessions, I often miss important points because I'm thinking of other things.	1. F	2. F	3. F	4. F	5. F
2 When studying, I often try to explain the material to a classmate or friend.	1. F	2. F	3. F	4. F	5. F
3 I usually study in a place where I can concentrate on my course work.	1. F	2. F	3. F	4. F	5. F
4 When reading, I make up questions to help focus on the	1. F	2. F	3. F	4. F	5. F
5 I often feel so lazy or bored when I study that I quit before I finish what I planned to do.	1. F	2. F	3. F	4. F	5. F
6 Even if I have trouble learning the material in this course, I try to the work on my own, without help from anyone.	1. F	2. F	3. F	4. F	5. F
7 When I become	1. F	2. F	3. F	4. F	5. F

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confused about something I'm reading for this course, I go back and try to figure it out.

When you study for this class, how true are these statements about you?	(1) Not at all true of me	(2) Rarely true of me	(3) Sometimes true of me	(4) Often true of me	(5) Always true of me
8. I make good use of my study time for this course.	1. F	2. F	3 F.	4. F	5. F
9. If course readings are difficult to understand, I change the way I read the material.	1. F	2. F	3 F.	4. F	5. F
10. I try to work with other students from this course online or by e-mail to complete the course assignments.	1. F	2 F.	3 F.	4. F	5. F
11. I work hard to do well in this course even if I don't like what we are doing.	1. F	2. F	3. F	4. F	5. F
12. When studying, I often set aside time to discuss course material online with a group of students from the class.	1. F	2. F	3. F	4 F.	5. F
13. I find it hard to stick to a study schedule.	1. F	2. F	3. F	4. F	5. F
14. Before I study new course material thoroughly, I often skim		2. F	3. F	4. F	5. F

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- it to see how it is organized. 1. F
15. I ask myself questions to make sure I understand the material I have been studying in this class. 1. F 2. F 3. F 4. F 5. F
16. I try to change the way I study in order to fit the course requirements and the instructor's teaching style.

When you study for this class, how true are these statements about you?	(1) Not at all true of me	(2) Rarely true of me	(3) Sometimes true of me	(4) Often true of me	(5) Always true of me
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- 17 I often find that I have been reading for this course but don't know what it was all about. 1. F 2. F 3. F 4. F 5. F
- 18 I e-mail or call the instructor to clarify concepts I don't understand well. 1. F 2. F 3. F 4. F 5. F

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- 19 When course work is difficult, I either give up or only study the easy parts. 1. F 2. F 3. F 4. F 5. F
- 20 I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying for this course. 1. F 2. F 3. F 4. F 5. F

Adapted from: Robinson. N (2004). Retrieved from:
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ATTITUDES TOWARDS STUDENT-GENERATED TEST QUESTIONS IN EFL CONTEXT. CASE OF IBN KHALDOUN UNIVERSITY OF TIARET. ALGERIA

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Abstract

Questioning is a manifestation of thinking that reflect our information processing and recall skills. Student questions are important for engagement and to stimulate the understanding of new information. Furthermore, Student-generated Test Questions is a technique used to collect ideas about students' retrieving skills. It is used as a way to give a chance to students to demonstrate their deep knowledge of any subject by proposing a list of questions that are filtered and used eventually as a final test or exam. These questions range from thin to thick (easy to difficult) referring to Bloom's taxonomy sometimes with suggested answers. Traditionally, Algerian teachers tend to not encourage students' contribution to assessment techniques though they claim being student-centered in their teaching. Thus, this paper revolves around an investigation to collect teachers' attitudes regarding this technique and how willing they can be to shift their assessment methods. The researcher used an online questionnaire to collect data from her colleagues at the department. Results confirmed that EFL teachers have very positive views about the technique as it requires students to deeply and critically think about the quality of their proposed questions and this in itself reflects the amount of knowledge they have about the topic. Furthermore, they expressed their willingness to put it gradually into practice as it could be positive for students. However, they also expressed concerns regarding the serious implication from students' side and questioned the childish or poor quality propositions that they might come across.

Keywords: Assessment, Autonomy, Questioning, Students' generated test questions, Thinking skills.

1 Introduction

The 21st century classroom entails being all about learning innovation. Innovation comes from questioning and critically thinking of the content and the way we deliver it. Furthermore, learners in such classrooms can be taught to ask critical questions as they cannot do it

naturally. Questioning means thinking, and thinking is manifested in the form of questions, (Santoso et al 2018: 1)

In the same line, Pedagogy of Inquiry is a method of teaching that involves student-centered classroom questioning and learning that leads to academic discussion and metacognition. Questioning is critical to student understanding and should be fostered and developed by teachers (Koechlin & Zwaan, 2014). Meaningful learning entails asking questions and being curious to know more about things. Learning which requires critical thinking creates the conditions for students to recognize they have important questions (Caram & Davis, 2005; Chin & Brown, 2002).

However, it is commonly an issue less-researched the one revolving around the ability of students to generate their assessment questions. Tovani (2015) notes that not only do teachers ask most of the questions, but the questions they ask infrequently require any critical thinking by students in order to answer them. Hence, students are left with little time to think and formulate their own questions. When teachers assume sole responsibility for creating all of the questions, students learn to rely on the teachers; however, when students are supported in learning to ask effective questions, they are engaged as critical thinkers (Bowker, 2010; Pedrosa, Almeida, & Teixeira, 2007).

Questions raised by students serve to activate their prior knowledge, focus their current understanding, and allow them to elaborate on their knowledge (Schmidt, 1993). For this purpose, this paper attempts to investigate the reasons students are not involved in the assessment process using the students' generated test questions technique even though teachers claim to be every day more and more student-centered in their teaching practices. We targeted the EFL teachers at Ibn Khaldoun University of Tiaret to elicit opinions on the technique, their attitudes about it and how they can consider implementing it in their classrooms.

2 Student-generated Test Questions

The Student-Generated Test Questions is a way of retrieving or recalling previously learned information and processing it. The activity asks students to create likely exam questions on specific content topics along with ideal answers. By having students create questions; students will recall and process content. The instructor will also be able to assess and correct student expectations of exam questions and responses. Student-Generated Test Questions are ideal for: quick content review and identifying core concepts from content

The technique of having a student design his own questions is a classroom assessment technique (CAT) commonly referred to in literature as student generated test questions (Angelo & Cross, 1993). In practice, teachers who use this technique may assign it as homework in order to “give students the opportunity to evaluate the course topics, reflect on what they understand, and [identify] what are good test items” (NTLF, 2008). Additionally, teachers can use students’ generated questions to predict what is important as course’s information from students’ perspective.

Generally speaking, this technique invites students to enhance their reading on the subject matter, they feel more involved in the assessment process and it reduces test anxiety. In more detail, the technique involves students proposing one or more test questions with model answers if possible. Of course, the student is instructed on the type of questions to be used so that they can generate them accordingly. These questions target the higher order thinking categories and are not simple or of lower order thinking level. Using the Bloom’s Taxonomy, students are encouraged to develop multiple choice items that would test their ability to evaluate and synthesize information instead of asking about recall and understanding information. Degener & Berne (2017) emphasize this fact by stating that:

“open-ended” questions calling for divergent thinking (i.e., questions that allow for a variety of possible answers and encourage students to think at a deeper level) are more effective in eliciting student responses than “closed” questions calling for convergent thinking (i.e., questions that require students to narrow-in or converge on one, and only one, correct answer). (p.596)

The range of questions that students can be trained to generate ranges from synthesis questions that can help

them connect ideas and build up on existing information by asking: How can these different ideas be grouped together into a more general category? (Classification) or How can these separate elements be reorganized or rearranged to produce a more comprehensive understanding of the “big picture?” to Evaluation questions where they critically judge the validity and quality of ideas by asking: How would they evaluate the ethical (moral) implications or consequences of something? How would you rate the aesthetic quality (beauty) of something?

Furthermore, student-generated test questions involves deduction where draw conclusions: What specific conclusions can be drawn from this story? They can be trained to induce and infer by asking: What are the broader implications of something? Or What can be extrapolated or extended from this particular incident that may have more general or universal value?

Overall, students when they learn to critically think about the content that they are being taught, they think deeply not on a surface level only. They actually start reflecting about information that they receive, they go beyond the memorization process and shift away from perceiving learning as resulting from teachers only.

3 Methods

The current study involves the EFL teachers at Ibn Khaldoun university of Tiaret where eighteen (18) of them were selected to answer our questionnaire. The teachers 12 (67%) of them males and 6 (33%) are females, answered a questionnaire of eight questions requiring opinions about how student-centered they are in their assessment process. The questions also collected their views on using the student-generated test questions, whether they think it helps the students’ critical thinking skills and what is required to implement such technique in their classrooms.

4 Results Discussion

Q1. Are you student-centered in your assessment methods? First of all, when asked about how student-centered the teachers are in their assessment, 16 (89%) of them answered positively. Only 2 (11%) of them answered with “no” reflecting the image of a teacher who focuses more on the student when having an evaluation of the subject’s content.

Q2. Do you have an Idea about Students-generated test Questions? Moreover, they were asked whether they had prior knowledge of the student-generated test questions, 5 (30%) they answered positively. As a

matter of fact, 13 (70%) of them confessed not having prior background about the technique.

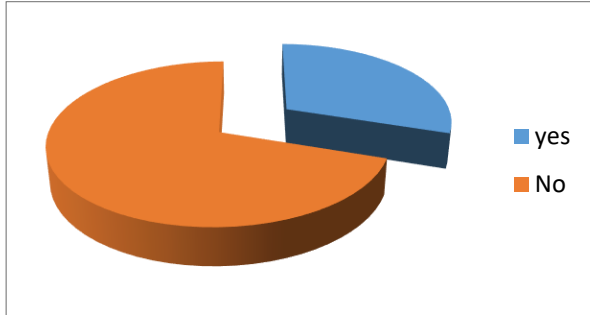


Figure.1. Teachers' Familiarity with Students-generated test Questions

Q3. Do you think that student-generated test questions improve students' critical thinking about your content? Teachers were asked to give an opinion about how useful the technique is for critical thinking skills. There was a unanimous agreement (100%) that this particular technique improves thinking skills in a way that develops a constructive critical attitude to the content that they learn. They confessed seeing this technique as a useful way to learn, understand and then test their understanding.

Q4. Do you use this technique in your assessments? Unfortunately when asked if they do implement this technique in class, all 18 teachers (100%) confessed not relying on it as an assessment tools as: they prefer focusing on self-assessment, they believe that students questions will be basic and unsuitable, they think that students will not be interested to do the task as they believe that it is up to the teachers to give the test questions.

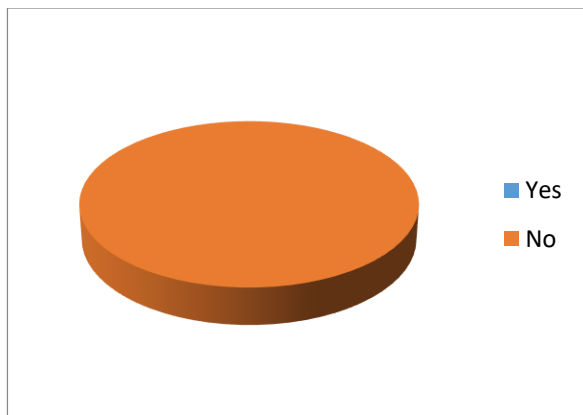


Figure.2. Teachers' Use of Students-generated test Questions.

Q5. What would be the requirements to implement it in your classroom? Finally, the respondents believe that there are specific requirements in order to implement the student-generated test questions such as: using it gradually from regular continuous assessments to a final summative assessment. They also proposed training students on how to formulate critical questions and to develop their skills in strategic questioning.

5 Discussion

Overall, the teachers' questionnaire results have confirmed the researcher's hypothesis of avoiding to use the student-generated test questions technique as they do not have enough trust in their students' abilities and critical questioning skills. However, the results proved also that it could be due to teachers' lack of knowledge about it in the first place. The results show clearly that none of the teachers is aware of the technique, hence, it cannot be put into practice regardless of the potential benefits that can result from it.

Therefore, teachers at the EFL departments at Ibn Khaldoun university assume that they are student-centered in their assessment; however, they reflected poor knowledge of what could be the way to practice this assumption in reality. The Student-generated test questions technique can be used as a way to encourage students to be part of the assessment process (at least the summative one). Shifting from teacher-centered practices in the education field entails at a certain point involving the learner in the process of evaluating his learning. There is an urgent need to redefine the assessment process as a simple evaluation of knowledge and both teachers and learners are part of it as they are part of the teaching/learning process. The tendency of relying on marks and teacher-generated summative tests to evaluate learning need to shift at some point to be able to say that we are truly student-centered in our classes.

6 Conclusion

To sum up, this paper tackles an important topic dealing with student-centered assessment techniques. The student-generated test questions technique is found to be a useful way to engage learners in their assessment process. It requires them to understand the content delivered to them in class, to think deeply about it, learn critical questioning techniques and put together a set of questions that can be relied on for actual summative exams. It is an ambitious attempt to involve the learner

into his learning and assessment process; it is also a useful way to improve his critical thinking skills. The final results of the paper reflect a lack of knowledge from the teachers' side of what could be the techniques to use in order to have a student-centered classroom and it can be challenging on the students as it requires them being properly trained on how to critically ask questions.

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HALK OYUNLARI OYNAYAN ÜNİVERSİTE ÖĞRENCİLERİNİN SÜREKLİ KAYGI DÜZEYLERİ İLE SOSYAL BÜTÜNLEŞME DÜZEYLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

HULUSİ ALP

Özet

Amaç, halk oyunları oynayan üniversite öğrencilerinin sürekli kaygı düzeyleri ile sosyal bütünleşme düzeyleri arasındaki ilişkiyi incelemektir. Tarama ve korelasyon araştırma modelleri kullanılmıştır. Çalışmanın evreni; Türkiye Halk Oyunları Federasyonunun düzenlemiş olduğu yarışmalara katılmış elit sporculardan ve halk eğitim merkezleri ve okullarda halk oyunları branş'ında etkinlik gösteren oyunculardan oluşmaktadır. Örneklem 2019 – 2020 eğitim öğretim yılı içerisinde Süleyman Demirel Üniversitesi Halk Oyunları Topluluğuna aktif katılım sağlayan 59 (50,1%) erkek, 57 (49,1%) kadın olmak üzere 116 kişiden oluşmaktadır. Araştırma verilerini toplayabilmek için iki ayrı ölçüm aracı kullanılmıştır. Karacan Doğan (2011) tarafından geliştirilen otuz sekiz soruluk “*Sosyal Bütünleşme Ölçeği*” ve Spielberger ve arkadaşları tarafından geliştirilmiş ve Öner Le Compte tarafından Türkçe’ye uyarlanmış 20 maddelik “*Sürekli Kaygı Ölçeği*” kullanılmıştır. Katılımcılarla ilgili demografik bilgilerin değerlendirilmesinde frekans (f) ve yüzde (%) hesaplanmıştır. Normallik testi N=112 olduğundan N> 50 Kolmogorov- Smirnov testi uygulanır. Sürekli kaygı ve Sosyal bütünleşme ölçekleri ile elde edilmiş verilere uygulanan Kolmogorov – Smirnov testi sonucu p <.05 çıkmıştır. Verilerin normal dağılmadığı tespit edilmiştir. Pearson ki kare değeri baz alınarak analiz edilmiştir. Sürekli kaygı ile sosyal bütünleşme ölçeğinin arasındaki korelasyon ilişkisi ortaya konulmuş ve yorumlanmıştır. Araştırmaya katılan halk oyunları oynayan üniversite öğrencilerinin genel olarak sosyal bütünleşme düzeylerinin yüksek olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Sosyal Bütünleşme, Halk Oyunları, Kaygı

Abstract

The aim is to examine the relationship between the trait anxiety levels of university students who play folk dances and their social integration levels. Scanning and correlation research models were used. The universe of the study; It consists of elite athletes who participated in the competitions organized by the Turkish Folk Dance

Federation and the players who are active in the folk dances branch in public education centers and schools. The sample consists of 116 people, 59 (50.1%) male and 57 (49.1%) female, who actively participated in the Süleyman Demirel University Folk Dance Community in the 2019 – 2020 academic year. Two different measurement tools were used to collect the research data. “Social Integration Scale” with thirty-eight questions developed by Karacan Doğan (2011) and 20-item “Trait Anxiety Scale” developed by Spielberger et al and adapted into Turkish by Öner Le Compte were used. Frequency (f) and percentage (%) were calculated in the evaluation of demographic information about the participants. Since the normality test is N=112, N> 50 Kolmogorov- Smirnov test is applied. The result of the Kolmogorov – Smirnov test applied to the data obtained with the trait anxiety and social integration scales was p <.05. It was determined that the data were not normally distributed. Analyzed based on the Pearson chi-square value. The correlation relationship between trait anxiety and social integration scale was revealed and interpreted. It was concluded that the university students who participated in the study, who played folk dances, had high levels of social integration in general.

Keywords: Social Integration, Folk Dances, Anxiety

1 Giriş

İnsanoğlunu yeryüzündeki diğer canlı varlıklardan ayıran en önemli özelliklerin başında, duygularını ve düşüncelerini belirli bir ses veya hareket kalıbı içinde ortaya koymasındır (Gözyayın 2002). İlk insan, önceleri doğa içinde seslerle ve hareketlerle karşılaştı. Sonradan bu sesleri ve hareketleri taklit etti. Ses ve hareketin birleşiminden oyun çıktı (Artun 2008). Halk Oyunu; göze ve kulağa hoş gelecek biçimde düzenlenmiş, ölçülü ve dengeli hareketler yolu ile estetik bir etki ve heyecan yaratan, çoğunlukla, ses birimlerinden meydana gelen anonim halk müziği ile desteklenmiş olan, hareket ve müzik bütünleşmesidir (Ekmeçioğlu 2001; Örnek 2000; And 2012; Artb 2008). Halk oyunları da toplumsal sistemde kültürel yapının bir parçası olarak işlevselliğini sürdürmektedir. Sosyalleşme sürecinde, töre ve törenlerin ayrılmaz parçalarından biri de halk

oyunlarıdır. Halk oyunları, sosyalleşmeye yardımcı olmakta, bireyin tören gereksinimini gidermektedir. Halk oyunları sosyal yapı içerisinde birey–birey, birey-toplum iletişimi da katkı sağlamaktadır (Bilgin 2020; Sümbül 1995; Doğan Karacan 2011). Sosyal bütünleşme dar anlamındaki “biz” duygusunun toplum seviyesindeki “biz” duygusuna taşınmasıdır. Fert ve sosyal grupların milli kimlikle kendilerini ifade edebilmeleri, boy, kabile ve yöre asabiyetinin aşılabilmesidir. Sosyal bütünleşmeyi, fertlerin veya sosyal grupların dünya görüşleri arasındaki farkların cemiyetteki milli kültürden minimum seviyede inhiraf etmiş olması halidir, şeklinde tanımlayabiliriz (Erkal 2009; Dönmezer 1990; Dönmezer 1990). Bireysel yaşamda kaygı an’ın kendisidir ama gelecek zamana ilişkindir. (Dilbaz 2005). Kaygı; sinirlilik, endişe ve evhamın aktiflik ya da beden uyarılmışlığıyla ilişkilendirdiği olumsuz duygusal durumdur (Şahin ve Kuruç 2015; Tükel 2000; Öztürk 2006; Nagendra, Nagarathna, 2015; Dilbaz 2006; Cüceloğlu 1999; Roth 2007). Kaygıyı, sürekli kaygı ve durumluk kaygı olmak üzere iki şekilde ele alıp yorumlamak olasıdır (Tiryaki 2000). Durumluk kaygı, bilinçli olarak algılanan endişe ve gerilim duygularının geçici ve sürekli değişen duygusal durumdur (Şahin ve Kuruç 2015; Özgül 2003). Sürekli kaygı nesnel olarak tehlikeli olmayabilen durumları tehlikeli olarak algılamak için davranışsal bir eğilimdir ve ardından orantısız biçimde durumluk kaygıyla tepki verilir (Şahin ve Kuruç 2015; Yeltene Ercan H. 2013).

2 Yöntem

2.1 Araştırmanın Amacı ve Modeli

Amaç, halk oyunları oynayan üniversite öğrencilerinin sürekli kaygı düzeyleri ile sosyal bütünleşme düzeyleri arasındaki ilişkiyi incelemektir. Tarama ve korelasyon araştırma modelleri kullanılmıştır. Tarama modelinde geçmişten günümüze kadar olan durumun araştırmacı tarafından müdahale edilmeden olduğu gibi aktarımı

yapılır (Mengi, 2011). Korelasyon araştırmalar, iki veya daha fazla değişkenin arasındaki ilişkileri betimlemek amacıyla yürütülen ve ilişkilerin derinlemesine analiz edildiği araştırmalardır (Tanrıoğen 2014; Büyüköztürk 2016).

2.2 Araştırmanın Evren ve Örneklemi

Çalışmanın evreni; Türkiye Halk Oyunları Federasyonunun düzenlemiş olduğu yarışmalara katılmış elit sporculardan ve halk eğitim merkezleri ve okullarda halk oyunları branş’ında etkinlik gösteren oyunculardan oluşmaktadır. Örneklem 2019 – 2020 eğitim öğretim yılı içerisinde Süleyman Demirel Üniversitesi Halk Oyunları Topluluğuna aktif katılım sağlayan 59 (50,1%) erkek, 57 (49,1%) kadın olmak üzere 116 kişiden oluşmaktadır.

2.3 Veri Toplama Araçları

Araştırma verilerini toplayabilmek için iki ayrı ölçüm aracı kullanılmıştır. Karacan Doğan (2011) tarafından geliştirilen otuz sekiz soruluk “*Sosyal Bütünleşme Ölçeği*” ve Spielberger ve arkadaşları tarafından geliştirilmiş ve Öner Le Compte tarafından Türkçe’ye uyarlanmış 20 maddelik “*Sürekli Kaygı Ölçeği*” kullanılmıştır (Kumartaşlı 2018).

2.3 Verilerin Analizi

Katılımcılarla ilgili demografik bilgilerin değerlendirilmesinde frekans (f) ve yüzde (%) hesaplanmıştır. Normallik testi N=112 olduğundan N> 50 Kolmogorov-Smirnova testi uygulanır. Sürekli kaygı ve Sosyal bütünleşme ölçekleri ile elde edilmiş verilere uygulanan Kolmogorov-Smirnova testi sonucu p <,05 çıkmıştır. Verilerimiz normal dağılmamaktadır. Pearson ki kare değeri baz alınarak analiz edilmiştir. Sürekli kaygı ile sosyal bütünleşme ölçeğinin arasındaki korelasyon ilişkisi ortaya konulmuş ve yorumlanmıştır.

3 Bulgular

Tablo 1: Araştırmaya katılan bireylerin cinsiyet dağılımları

Cinsiyet	f	%
Erkek	57	50,9
Kadın	55	49,1
Yaş		
18-20 yaş	65	58,0
21 yaş ve üstü	47	42,0
Sınıf		
Hazırlık	3	2,7
1.Sınıf	41	36,6
2.Sınıf	42	37,5
3.Sınıf	15	13,4
4. Sınıf	11	9,8
Tolam	112	100

Tablo 1 de katılımcıların cinsiyet, yaş ve öğrenim gördükleri sınıf olarak frekans ve yüzde dağılımları görülmektedir.

Tablo 2: Sosyal bütünleşme ölçeği ile sürekli kaygı ölçeği arasındaki ilişki tablosu

		Sürekli kaygı ölçeği maddeler									
Sosyal bütünleşme ölçeği		SK1	SK2	SK3	SK4	SK5	SK6	SK7	SK8	SK9	SK10
	r	,346	-	-	-	-	,278	,222	-,317	-	,382
SB1	p	,000*	-	-	-	-	,003*	,019*	,001*	-	,000*
	n	112	-	-	-	-	112	112	112	-	112
	r	,279	-	-	-	-	,201	,267	-,275	-	,371
SB2	p	,003*	-	-	-	-	,034*	,004*	,003	-	,000**
	n	112	-	-	-	-	112	112	112	-	112

Sürekli kaygı ölçeği maddeler											
Sosyal bütünleşme ölçeği	SK1	SK2	SK3	SK4	SK5	SK6	SK7	SK8	SK9	SK10	
SB1	r	,346	-	-	-	-	,278	,222	-,317	-	,382
	p	,000*	-	-	-	-	,003*	,019*	,001*	-	,000*
	n	112	-	-	-	-	112	112	112	-	112
SB3	r	,270				-,194	,236	,187	-,273		,263
	p	,004*				0,04*	,012*	0,49*	0,004*		,005
	n	112				112	112	112	112		112
SB4	r	,254					,249	,201	-,257	-,194	,275
	p	,007*					,008	,034	,006*	,041*	,003
	n	112					112	112	112	112	112
SB5	r						,227*	,189	-,236		
	p						,016*	0,46*	,012*		
	n						112	112	112		
SB6	r	,188					,189		-,269		,276
	p	0,47*					,046*		,004*		,003
	n	112					112		112		112
SB7	r	,329					,278	,271	-,358		,392
	p	,000*					,003*	,004*	,000*		,003
	n	112					112	112	112		112

Korelasyon katsayısının gücü(r) ile ilgili olarak; 0.26-0.49 Zayıf ilişki, 0.50- 0.69 Orta ilişki, 0.70- 0.89 Yüksek ilişki, 0.90- 1.0 Çok yüksektir. Oluşturulan korelasyon tablosundan Sosyal bütünleşme ölçeği madde 1 ile sürekli kaygı ölçeği madde 1 arasında pozitif yönlü zayıf bir ilişki vardır. (r = 0,346) Özgüven gelişiminin artması, sürekli kaygı ölçeği madde 1 (genellikle keyfim yerindedir) az da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği madde 1 ile sürekli kaygı ölçeği madde 6 arasında pozitif yönlü zayıf bir ilişki vardır. (r =0,278) Özgüven gelişiminin artması, sürekli kaygı ölçeği madde 6 (Kendimi dinlenmiş hissediyorum)u az da olsa artırdığı söylenebilir. Sosyal

bütünleşme ölçeği madde 1 ile sürekli kaygı ölçeği madde 7 arasında pozitif yönlü zayıf bir ilişki vardır. (r =0,222) Özgüven gelişiminin artması, sürekli kaygı ölçeği madde 7 (Genellikle sakin kendine hakim ve soğukkanlıyım)'ı az da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği madde 1 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. (r = -0,317) Özgüven gelişiminin azalması, sürekli kaygı ölçeği madde 8 (Güçlüklerin yenemeyeceğim kadar biriktiğini hissederim)'i az da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği madde 1 ile sürekli kaygı ölçeği madde 10 arasında pozitif yönlü zayıf bir ilişki vardır. (r =0,382) Özgüven gelişiminin artması, sürekli

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

kaygı ölçeği madde 10(genellikle mutluyum)'u az da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği madde 2 ile sürekli kaygı ölçeği madde 1 arasında pozitif yönlü zayıf bir ilişki vardır. ($r = 0,279$). Sosyal bütünleşme ölçeği madde 2 ile sürekli kaygı ölçeği madde 6 arasında pozitif yönlü zayıf bir ilişki vardır. ($r = 0,201$). Sosyal bütünleşme ölçeği madde 2 ile sürekli kaygı ölçeği madde 7 arasında pozitif yönlü zayıf bir ilişki vardır. ($r = 0,267$). Sosyal bütünleşme ölçeği madde 2 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. ($r = -0,275$). Sosyal bütünleşme ölçeği madde 2 ile sürekli kaygı ölçeği madde 10 arasında pozitif yönlü zayıf bir ilişki vardır. ($r = -0,371$). Sosyal bütünleşme ölçeği madde 3 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 3 ile sürekli kaygı ölçeği madde 5 ve 8 arasında zıt yönlü zayıf bir ilişki vardır. Başarma duygusu ile alınan haz azaldıkça, sürekli kaygı ölçeği madde 5 (Çabuk karar veremediğim için fırsatları kaçıyorum) ve madde 8 (Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim) zayıf da olsa artar diyebiliriz. Sosyal

bütünleşme ölçeği madde 4 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Grup iş birliği becerimi gelişiminin artması, sürekli kaygı ölçeği madde 1, 6, 7, 10 az da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği madde 4 ile sürekli kaygı ölçeği madde 8 ve 9 arasında zıt yönlü zayıf bir ilişki vardır. Grup iş birliği becerimi gelişiminin azalması, sürekli kaygı ölçeği madde 8 ve 9'u artırır. Sosyal bütünleşme ölçeği madde 5 ile sürekli kaygı ölçeği madde 6,7 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 5 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 6 ile sürekli kaygı ölçeği madde 1, 6, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 6 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 7 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 7 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır.

Tablo 2' nin Devamı

		Sürekli kaygı ölçeği maddeler									
Sosyal bütünleşme ölçeği		SK1	SK2	SK3	SK4	SK5	SK6	SK7	SK8	SK9	SK10
	r					-,238	,206		-,314		,292
SB8	p					,011	,029		,001		,002*
	n					112	112		112		112
	r						,346		-,190		,218
SB9	p						,000*		,045		,021
	n						112		112		112
	r	,187					,298		-,190	-,231	
SB10	p	,048*					,001*		,045*	,014	
	n	112					112		112	112	
	r	,219					,271		-,265		,234
SB11	p	,02*					,004*		,005*		,013*

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

Sürekli kaygı ölçeği maddeler										
Sosyal bütünleşme ölçeği	SK1	SK2	SK3	SK4	SK5	SK6	SK7	SK8	SK9	SK10
	r				-,238	,206		-,314		,292
SB8	p				,011	,029		,001		,002*
	n				112	112		112		112
	n	112				112		112		112
	r				-,244	,269		-,251		,212
SB12	p				,01*	,004*		,008*		,025*
	n				112	112		112		112
	r					,227		-,272		,245
SB13	p					,016*		,004*		,009*
	n					112		112		112
	r	,215				,278	,201	-,308		,274
SB14	p	,023*				,003	,034*	,001		,003*
	n	112				112	112	112		112

Sosyal bütünleşme ölçeği madde 8 ile sürekli kaygı ölçeği madde 6, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Liderlik becerilerinin gelişiminin artması, sürekli kaygı ölçeği madde 6 (Kendimi dinlenmiş hissediyorum) ve 10 (Genellikle mutluyum) 'u zayıf da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği madde 8 ile sürekli kaygı ölçeği madde 5, 8 arasında zıt yönlü zayıf bir ilişki vardır. Liderlik becerilerinin gelişiminin azalması, sürekli kaygı ölçeği madde 5 (Çabuk karar veremediğim için fırsatları kaçırdım) ve 8 (Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim) 'u zayıf da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği madde 9 ile sürekli kaygı ölçeği madde 6, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 9 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 10 ile sürekli kaygı ölçeği madde 1,6 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 10 ile sürekli kaygı ölçeği madde 8,9 arasında zıt yönlü zayıf bir ilişki

vardır. Problem çözme becerinin gelişimin azalması, sürekli kaygı ölçeği madde 8 (Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim) ve madde 9 (Önemsiz şeyler hakkında endişelenirim) az da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği madde 11 ile sürekli kaygı ölçeği madde 1, 6, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 11 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 12 ile sürekli kaygı

ölçeği madde 6,10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 12 ile sürekli kaygı ölçeği madde 5,8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 13 ile sürekli kaygı ölçeği madde 6,10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği

madde 13 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 14 ile sürekli kaygı ölçeği madde 1, 6, 7, 10

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

arasında pozitif yönlü zayıf bir ilişki vardır. Vücut şeklimi korur ve zindelik sağlanmasının artması, sürekli kaygı ölçeği madde 1, 6, 7 ve 10' zayıf da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği madde 14 ile

sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır.

Tablo 2' nin Devamı

		Sürekli kaygı ölçeği maddeler									
Sosyal bütünleşme ölçeği		SK1	SK2	SK3	SK4	SK5	SK6	SK7	SK8	SK9	SK10
SB15	r	,208				-,248	,298	,242	-,325		,327
	p	0,27*				,008*	,001*	,01*	,000*		,000*
	n	112				112	112	112	112		112
SB16	r	,213						,188	-,231		,201
	p	0,24						,047*	,014		,033
	n	112						112	112		112
SB17	r						,202	,303	-,321		,240
	p						,033	,001	,001		,011
	n						112	112	112		112
SB18	r	,288					,280	,226	-,215		,299
	p	,002*					,003*	,017*	,023		,001
	n	112					112	112	112		112
SB19	r						,264		-,217		,190
	p						,005*		,022		,044*
	n						112		112		112
SB20	r						,207	,227	-,273		,193
	p						,029*	,016*	,004*		,041*
	n						112	112	112		112
SB21	r	,281					,364		-,276		,316
	p	,003*					,000*		,003*		,001*
	n	112					112		112		112

Sosyal bütünleşme ölçeği madde 15 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 15 ile sürekli kaygı ölçeği madde 5,8 arasında zıt yönlü zayıf

bir ilişki vardır. Sosyal bütünleşme ölçeği madde 16 ile sürekli kaygı ölçeği madde 1, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 16 ile sürekli kaygı ölçeği madde 8 arasında zıt

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 17 ile sürekli kaygı ölçeği madde 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 17 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 18 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 18 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 19 ile sürekli kaygı ölçeği madde 6, 10 arasında pozitif yönlü zayıf bir

ilişki vardır. Sosyal bütünleşme ölçeği madde 19 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 20 ile sürekli kaygı ölçeği madde 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 20 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 21 ile sürekli kaygı ölçeği madde 1, 6, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 21 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır

Tablo 2' nin Devamı

		Sürekli kaygı ölçeği maddeler									
Sosyal bütünleşme ölçeği		SK1	SK2	SK3	SK4	SK5	SK6	SK7	SK8	SK9	SK10
	r	,236					,320	,204	-,243		,283
SB22	p	,012*					,001*	,031*	,031*		,003
	n	112					112	112	112		112
	r		-,233			-,192	,287	,234	-,294		,244
SB23	p		,014*			,043*	,001*	,013*	,002*		,01*
	n		112			112	112	112	112		112
	r	,280					,218	,302	-,261		,355
SB24	p	,003					,021*	,001*	,005		,000*
	n	112					112	112	112		112
	r	,299				-,199	,302	,261	-,268		,322
SB25	p	,001*				,036*	,001*	,005*	,004		,001
	n	112				112	112	112	112		112
	r	,262				-,204	,227	,297	-,227		,298
SB26	p	,005*				,031*	,016*	,002*	,016*		,001*
	n	112				112	112	112	112		112
	r	,238					,292	,249	-,269		,224
SB27	p	,012*					,002*	,008*	,004*		,017*
	n	112					112	112	112		112

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

Sürekli kaygı ölçeği maddeler

Sosyal bütünleşme ölçeği	SK1	SK2	SK3	SK4	SK5	SK6	SK7	SK8	SK9	SK10
r	,236					,320	,204	-,243		,283
SB22	p	,012*				,001*	,031*	,031*		,003
n	112					112	112	112		112
r	,262					,296	,231	-,294		,272
SB28	p	,005*				,002*	,014*	,002*		,004*
n	112					112	112	112		112

Sosyal bütünleşme ölçeği madde 22 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 22 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 23 ile sürekli kaygı ölçeği madde 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 23 ile sürekli kaygı ölçeği madde 3, 5, 8 arasında zıt yönlü zayıf bir ilişki vardır. Bilgili, ahlaklı ve yardımsever olmama katkı sağlanmasının azalması, sürekli kaygı ölçeği madde 3 (Genellikle kolay ağlarım), madde 5 (Çabuk karar veremediğim için fırsatları kaçıyorum) ve madde 8 (Güçlüklerin yenemeyeceğim kadar biriktiğini hissederim) zayıf da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği madde 24 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 24 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 25 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 25 ile sürekli kaygı ölçeği madde 5, 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 26 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 26 ile sürekli kaygı ölçeği madde 5, 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 27 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 27 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 28 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal

bütünleşme ölçeği madde 28 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır.

Tablo 2' nin Devamı

		Sürekli kaygı ölçeği maddeler									
Sosyal bütünleşme ölçeği		SK1	SK2	SK3	SK4	SK5	SK6	SK7	SK8	SK9	SK10
	r							,199	-,237		,222
SB29	p							,035*	,012*		,019*
	n							112	112		112
	r	,313					,217	,264	-,272		,289
SB30	p	,001*					0,21*	,005*	,004*		,002*
	n	112					112	112	112		112
	r	,284					,206	,220	-,305		,270
SB31	p	,002*					,03*	,02*	,001*		,004*
	n	112					112	112	112		112
	r	,261					,249	,247	-,310		-,316
SB32	p	,005*					,008*	,009*	,001*		,001
	n	112					112	112	112		112
	r	,194		-,211					-,243	-,269	,265
SB33	p	,041*		,026*					,01*	,004*	,005*
	n	112		112					112	112	112
	r	,210		-,224				,290	-,311	-,227	,309
SB34	p	,026*		,018				,002*	,001*	,016*	,001*
	n	112		112				112	112	112	112

Sosyal bütünleşme ölçeği madde 29 ile sürekli kaygı ölçeği madde 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 29 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 30 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 30 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 31 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 31 ile sürekli kaygı ölçeği madde 8 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal

bütünleşme ölçeği madde 32 ile sürekli kaygı ölçeği madde 1, 6, 7,10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 32 ile sürekli kaygı ölçeği madde 8, 10 arasında zıt yönlü zayıf bir ilişki vardır. Farklı inançtaki insanların bir araya gelmesini azaltmak, sürekli kaygı ölçeği madde 8 (Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim) ve madde 10 (Genellikle mutluyum) 'u az da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği madde 33 ile sürekli kaygı ölçeği madde 1, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Milli kimliğin ve ülke sevgisinin gelişmesini artırmak, sürekli kaygı ölçeği madde 1 (Genellikle keyfim yerindedir) ve madde 10

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

(Genellikle mutluyum)'u az da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği madde 33 ile sürekli kaygı ölçeği madde 2, 8, 9 arasında zıt yönlü zayıf bir ilişki vardır. Milli kimliğin ve ülke sevgisinin gelişmesini azaltmak, sürekli kaygı ölçeği madde 2 (Genellikle kolay ağlarım) ve madde 8 (Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim) ve madde

9 (Önemsiz şeyler hakkında endişelenirim) 'u az da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği madde 34 ile sürekli kaygı ölçeği madde 1, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 34 ile sürekli kaygı ölçeği madde 2, 8, 9 arasında zıt yönlü zayıf bir ilişki vardır.

Tablo 2' nin Devamı

Sürekli kaygı ölçeği maddeler										
Sosyal bütünleşme ölçeği	SK1	SK2	SK3	SK4	SK5	SK6	SK7	SK8	SK9	SK10
r	,334				-,222	,276	,346	-,336	-,232	,414
SB35	p	,000*			,018*	,003*	,000*	,000*	,014	,000*
n	112				112	112	112	112	112	112
r	,215						,319	-,318	-,255	,313
SB36	p	,023*					,001*	,001*	,007	,001
n	112						112	112	112	112
r	,223							-,220	-,205	,260
SB37	p	,018*						,02*	,03*	,006*
n	112							112	112	112
r	,201						,329	-,274	-,241	,237
SB38	p	,033*					,000*	,004*	,01*	,012*
n	112						112	112	112	112

Sosyal bütünleşme ölçeği madde 35 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 35 ile sürekli kaygı ölçeği madde 5, 8, 9 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 36 ile sürekli kaygı ölçeği madde 1, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 36 ile sürekli kaygı ölçeği madde 8, 9 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 37 ile sürekli kaygı ölçeği madde 1,10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 37 ile sürekli kaygı ölçeği madde 8, 9 arasında zıt yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 38 ile sürekli kaygı ölçeği

madde 1, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Sosyal bütünleşme ölçeği madde 38 ile sürekli kaygı ölçeği madde 8, 9 arasında zıt yönlü zayıf bir ilişki vardır.

4 Tartışma Ve Sonuç

Araştırmaya katılan öğrenciler 2019 – 2020 eğitim öğretim yılı içerisinde Süleyman Demirel Üniversitesi Halk Oyunları Topluluğuna aktif olarak katılan 57 (%50,9) erkek, 55 (%49,1) kadın, 18 – 20 yaş 65 kişi (%58,0) 21 yaş ve üstü 47 kişi (%42,0)'nin yaş aralığında olduğu görülmektedir. Sürekli kaygı ölçeği ve Sosyal bütünleşme ölçeği arasındaki ilişkiyi bazı maddelere göre şu şekilde açıklanabilir. Sosyal bütünleşme ölçeği Madde 1 (Özgüvenimin gelişmesine

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

katkı sağlar) ile sürekli kaygı ölçeği Madde 1 (Genellikle keyfim yerindedir) arasında pozitif yönlü zayıf bir ilişki vardır. ($r = 0,346$) Özgüven gelişiminin artmasına verilen cevaplar, genellikle keyfim yerindedir maddesini az da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği Madde 1 (Özgüvenimin gelişmesine katkı sağlar) ile sürekli kaygı ölçeği Madde 6 (Kendimi dinlenmiş hissediyorum) arasında pozitif yönlü zayıf bir ilişki vardır. ($r = 0,278$) Özgüven gelişiminin artması, sürekli kaygı ölçeği madde 6'yı az da olsa artırdığı söylenebilir. Sosyal bütünleşme ölçeği Madde 1 (Özgüvenimin gelişmesine katkı sağlar) ile sürekli kaygı ölçeği madde 7 (Genellikle sakin, kendine hakim ve soğukkanlıyım) arasında pozitif yönlü zayıf bir ilişki vardır. ($r = 0,222$). Özgüven gelişiminin artması, sürekli kaygı ölçeği madde 7'yi az da olsa artırır. Sosyal bütünleşme ölçeği madde 3 ile sürekli kaygı ölçeği Madde 5 ve 8 arasında zıt yönlü zayıf bir ilişki vardır. Başarma duygusu ile alınan haz azaldıkça, sürekli kaygı ölçeği madde 5 (Çabuk karar veremediğim için fırsatları kaçıyorum) ve madde 8 (Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim) zayıf da olsa artar. Sosyal bütünleşme ölçeği Madde 8 ile sürekli kaygı ölçeği madde 6, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Liderlik becerilerinin gelişiminin artması, sürekli kaygı ölçeği madde 6 (Kendimi dinlenmiş hissediyorum) ve 10 (Genellikle mutluyum) 'u zayıf da olsa artırır. Sosyal bütünleşme ölçeği Madde 8 ile sürekli kaygı ölçeği madde 5, 8 arasında zıt yönlü zayıf bir ilişki vardır. Liderlik becerilerinin gelişiminin azalması, sürekli kaygı ölçeği madde 5 (Çabuk karar veremediğim için fırsatları kaçıyorum) ve 8 (Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim) 'u zayıf da olsa artırır. Sosyal bütünleşme ölçeği madde 10 ile sürekli kaygı ölçeği madde 8, 9 arasında zıt yönlü zayıf bir ilişki vardır. Problem çözme becerinin gelişiminin azalması, sürekli kaygı ölçeği madde 8 (Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim) ve madde 9 (Önemsiz şeyler hakkında endişelenirim) az da olsa artırır. Sosyal bütünleşme ölçeği madde 14 ile sürekli kaygı ölçeği madde 1, 6, 7, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Vücut şeklimi korur ve zindelik sağlanmasının artması, sürekli kaygı ölçeği madde 1, 6, 7 ve 10' zayıf da olsa artırır diyebiliriz. Sosyal bütünleşme ölçeği madde 23 ile sürekli kaygı ölçeği madde 3, 5, 8 arasında zıt yönlü zayıf bir ilişki vardır. Bilgili, ahlaklı ve yardımsever olmama katkı sağlanmasının azalması, sürekli kaygı ölçeği madde 3 (Genellikle kolay ağlarım), madde 5 (Çabuk karar veremediğim için fırsatları kaçıyorum) ve madde 8 (Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim) çıkan sonuca göre zayıf da olsa artırdığını söyleyebiliriz. Sosyal bütünleşme ölçeği

madde 32 ile sürekli kaygı ölçeği madde 8,10 arasında zıt yönlü zayıf bir ilişki vardır. Farklı inançtaki insanların bir araya gelmesini azaltmak, sürekli kaygı ölçeği madde 8 (Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim) ve madde 10 (Genellikle mutluyum) 'u az da olsa artırır. Sosyal bütünleşme ölçeği madde 33 ile sürekli kaygı ölçeği madde 1, 10 arasında pozitif yönlü zayıf bir ilişki vardır. Milli kimliğin ve ülke sevgisinin gelişmesini artırmak, sürekli kaygı ölçeği madde 1 (Genellikle keyfim yerindedir) ve madde 10 (Genellikle mutluyum)'u az da olsa artırır. Sosyal bütünleşme ölçeği madde 33 ile sürekli kaygı ölçeği madde 2, 8, 9 arasında zıt yönlü zayıf bir ilişki vardır. Milli kimliğin ve ülke sevgisinin gelişmesini azaltmak, sürekli kaygı ölçeği madde 2 (Genellikle kolay ağlarım) ve madde 8 (Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim) ve madde 9 (Önemsiz şeyler hakkında endişelenirim) 'u az da olsa artırdığı söylenebilir.

Araştırmaya katılan öğrencilerin sürekli kaygı düzeyleri demografik değişkenlere göre anlamlı düzeyde farklılaştığını söylenemez. Sürekli kaygı ölçeğindeki sorulara verilen cevaplarda cinsiyet değişkenine göre, kız ve erkek öğrencilerin sürekli kaygı düzeylerinde anlamlı düzeyde bir fark yoktur. Yaş değişkenine göre, üniversite öğrencilerinin belirlenen yaş aralıkları arasında sürekli kaygı düzeylerinde anlamlı bir farklılaşmaya rastlanamamıştır. Yaşadığı şehir sonuçlarına bakıldığında sürekli kaygı düzeylerinde anlamlı bir fark elde edilememiştir. Üniversite öğrencilerinin eğitim öğretime devam ettiği bölümlerin yelpazesi oldukça geniştir bu yüzden fakülterlere göre fark elde edilememiştir. Sınıf değişkenine göre dağılım birinci sınıf (%36,6) ve ikinci sınıfta (%37,5) okuyan öğrenciler ağırlıktadır. Yapılan araştırmada sınıf değişkenine göre anlamlı bir fark bulunmamaktadır. Anne eğitim düzeylerine göre ilkökul (%50) seviyesinde bir yoğunluk söz konusudur ancak bu sonuç üniversite öğrencilerinin sürekli kaygı ölçeğinde verdiği cevaplar arasında bir fark göstermemektedir. Baba eğitim seviyesi ilkökul (%35,7) ve lise (%33,0) seviyesinde yoğunlaşmaktadır. Sürekli kaygı düzeyi ölçeğine anlamlı bir etkisi yoktur.

Araştırmaya katılan halk oyunları oynayan üniversite öğrencilerinin genel olarak sosyal bütünleşme düzeylerinin yüksek olduğu sonucuna ulaşılmıştır. Grup iş birliğinde olma, bir gruba aitlik duygusu, farklı kültürlerde yaşayan ve farklı inançta olan insanları birleştirme, bir araya getirmeyi sağladığını halk oyunları oynayan öğrencilerin bu becerilerinin yüksek derecede geliştiğini söylenebilir. Örf, adet kurallarının

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

öğrenimini, zamanı iyi kullanma becerisinin gelişimini, bilgili, ahlaklı ve yardımsever olunmaya katkısını ve diğer insanlara saygıyı artırdığını sonucuna ulaşılmıştır. Kültürün nesilden nesile aktarımına, gelenek ve göreneklerin tanıtılmasına ve yaşatılmasına yardımcı olacağı, iller ve bölgelerarası halk oyunlarının zenginliği ve rekabeti artıracağı yönündeki etkilerinin daha yüksek olduğu söylenebilir.

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CRUCIAL IMPORTANCE OF REGULAR PHYSICAL ACTIVITY IN TIMES OF A PANDEMIC

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Abstract

The benefits of a continuous physical activity are evident all throughout the human life. We have a constant need of movement, whereas our organism’s systems function much better when we are constantly active. In coping with depression symptoms, many researchers recommend increasing the quantity of aerobic activities, which raise the heart frequency in a controlled manner as a depression prevention. Physical activities which include exercises for the strength of skeletal muscles have shown in practice a positive effect on the reduction of anxiety. Moderate to high intensity activity and exercising during the day for children and adolescents is connected to increased self-confidence, self-respect, high levels of concentration, corrective posture and better sleep; whereas for adults, light cyclic movements are mandatory for better coping with chronic diseases.

The pandemic caused by the corona virus COVID-19 closed all gyms, fitness clubs, sports playgrounds, pools and child animation centers. This is the key issue in the realization of everyday physical activities, which have a preventive effect on both the physical and the mental health. People all over the world have been forced to find an adequate substitute for their regular everyday activities. Thus, as with the other areas of life, physical activity was completely transferred via the social media, as well as other online tools. In such complex circumstances for the entire humanity, everybody has the opportunity to draw a common conclusion that one should turn to the core value – health, which also refers to regular physical activity.

1 Introduction

The current global pandemic of COVID-19 forced the implementation of strict emergency measures and restrictions to stop the virus from spreading in almost

every country around the globe. Some of the measures were quarantines, social distancing, home confinement

and the complete shutdown of several cities, including regions and states. These necessary actions to prevent the virus from spreading potentially caused great problems in the mental and physical health of population.

The psychological effects of this pandemic can have long-term consequences that affect people in quarantine. Some of the consequences that have been seen to affect people in quarantine refer to depression, posttraumatic stress, acute stress disorder, exhaustion, detachment from others, anxiety, emotional exhaustion, trauma related mental health disorders. However, physical activity has been shown to have positive impacts in most of these situations, as well as beneficial effects on dealing with problems during quarantine like dissatisfaction and boredom.

2 Starting and Exercise Program during a Pandemic

Public health recommendations for social distancing and hygiene practices are of immense significance when starting physical activities or exercise program. Becoming physically active can easily be achieved by avoiding sitting for long periods of time, taking short breaks, online exercise classes, and using mobile technologies such as mobile phone applications and wearable sensors to encourage movement. Some of the examples home exercises which do not require large spaces or equipment while easily implemented all during the day refer to walking, stair climbing, lifting and carrying groceries, chair squats, pushups, sit-ups, rope jumping, yoga, Pilates, and Tai Chi. Furthermore, A beginning exercises should start at low intensities for short intervals and increase gradually to more intense physical activities or exercise periods of longer durations. Since such activities can be practiced at

home, the issue of finding space and appropriate equipment are easily overcome.

The goal of a beginning physical fitness program is to gradually increase the intensity to achieving at least a half an hour moderate physical exercise every day or at least twenty minutes of intense physical exercise every other day of the week. Ideally, strengthening-type activities are included in daily activities at least twice a week. People prone to chronic diseases like cardiovascular or pulmonary disease should consult health care providers regarding safe exercise programs. Recommendations for children and youth aged 5 to 17 years are achieving at least 60 minutes of moderate - to high-intensity daily physical exercise. Moreover, high-intensity exercise that strengthens muscle and bone are recommended at least three times per week.

However, abruptly starting high intensity exercise program or performing highly intense prolonged exercise is not wise, since this type of training may adversely affect immune function. Therefore, for individuals who already practice regular exercising it is recommended that they gradually increase the intensity as well as the duration of training so that they would avoid negative effect on their overall immune system.

3 Physical Activities and Programming during Pandemic

Physical activity may include: active recreation, sports participation, cycling, walking, dancing, gardening, house cleaning, carrying heavy shopping. During the COVID-19 pandemic it is even more important for all people to be physically active, even if it is only a short break from sitting at your desk and doing some walking or stretching. Even simple things such as those mentioned can significantly reduce mental stress, improve blood circulation, and provide for routine physical exercise in these pandemic times.

A study conducted in 2020 found a significant reduction in the likelihood of developing severe COVID-19 among infected patients who had consistently met the recommended physical activity guidelines in the preceding couple of years. Moreover, COVID-19 patients who had engaged in less physical activity than recommended had lesser risks of developing severe disease outcomes or dying, than COVID-19 patients who were consistently inactive.

Although, physical activity has proved to be a tremendous challenge for people from all ages, it is of immense importance to mindfully schedule and follow a form of exercise program during the COVID-19 crisis. Despite the fact that regular movement in the place we live and beyond may be entirely restricted, people must strive for inventive ways to include physical activity as part of their daily routine.

4 New Training Trends

With the onset of the COVID – 19 pandemic, the population came to understand the importance of physical activity and the effects it has on people's life and health. People, regardless of their previous physical activities started seriously considering physical activity plans or intensifying their already established routine in this context to achieve a complete defocusing from the pandemic. To this end, all fitness clubs, centers as well as trainers and instructors were made to first adjust their way of working, switching almost entirely to online training sessions, easily available to everyone.

Those who managed to promptly migrate their programs to the latest online platform were the ones who achieved the most during these pandemic times.

TV and radio campaigns launched in almost all countries in the world played an important role in raising awareness of the significance of physical activities. This stirred interest for physical activity as never before. Many fitness clubs, especially those focused on bodyweight exercise noticed an abrupt increase of clients. During the first quarantines introduced in the Republic of North Macedonia, certain clubs reached up to 10 times increased number of clients, now via the online platforms.

The type of exercises practices during this regime of working contributed to eliminating all minor injuries among almost all types of employed clients, especially those in the IT sector as well as all whose job requires sedentary regime for long stretches of time. Bodyweight exercise aim at strengthening all small and big muscle groups, thus creating a sturdy body fitness and preventing the effects of all micro traumas that one would be incapable of eliminating due to the rapid pace of life.

The vast interest for practicing physical activities reached its peak during the first six months of the pandemic up to the moment when governments gradually started relaxing measures and

recommendations providing a chance for the population to resume their regular everyday movement.

By relaxing the measures and providing the opportunity for movement, people gradually switched from exercising in their homes to performing these activities in nature. The next stage or cycle of the pandemic regarding physical activity referred to movement through and familiarizing oneself with the beauty of nature of one's own country, discovering attractive and beautiful places in the process. A great number of people started investing in mountaineering as well as cycling equipment, since nature outings became the new meaning of freedom and all human beings naturally strive towards freedom and independence.

In the period to follow, the number of infected, affected the proposed measures and recommendations, organizing and performing physical activities to a hybrid form which was in a constant process of adaptation to the current state domestically, but also globally.

It is important to note that men practice physical activity mainly for social and competitive reasons. Moreover, they prefer to practice sports, outdoor and/or in public places like the gym and fitness clubs. Females have been shown to be more inclined to exercise in home-setting, practicing aerobics, dancing, yoga, pilates or circuits with push-ups, squats, planks and jumping jacks. Furthermore, the lower variation in physical activity levels between before and during quarantine found in women is possibly explained by the higher amount of housework physical activity than males.

5 Benefits of Physical Activities During Pandemic

The main mechanism involved in COVID-19 pathogenesis is respiratory tract inflammation and host immunity system response. Patients infected by COVID-19 commonly have lymphopenia, neutrophilia, thrombocytopenia, high systemic immune inflammation, and increased protein C and interleukin 6 levels. The initial condition of the patient and their immune response seem to be important factors that can harm organs' functioning. Thus, as COVID-19 immunological and physiological processes have been explained, preventive strategies must be discussed to decrease the duration of symptoms and mortality among infected people.

Physical exercise emerges as a strategy to improve cardiorespiratory variables and endurance in people infected by COVID-19, and in those who are not infected. It is worth emphasizing that individuals

engaged in physical exercise have an increase of their cardiorespiratory levels, which is considered an important variable to protect against the emergence of several clinical conditions/diseases, such as hypertension, diabetes, and serious heart conditions. People with these characteristics are at higher risk of severe COVID-19 illness.

Moreover, older people, who are part of the risk group, present an increase of inflammatory cells, such as cytokines and interleukins. It has been shown that physical exercise may control the response of several inflammatory mediators. Adaptations in exercise parameters play a key role in generating benefits on immunity and inflammation systems. It is also to be pointed out that aerobic training has been used to prevent and reduce the risk of several conditions, such as endothelial dysfunction, obesity, diabetes, and high blood pressure. Thus, we believe that this protective nonpharmacological approach can be an important strategy for decreasing symptoms and deaths caused by COVID-19.

In light of the current situation worldwide, certain benefits of physical activity may be specifically pertinent to the COVID-19 pandemic. These benefits refer to physical activity enhancing immune function and reducing inflammation which leads to reducing the severity of infections, improving common chronic conditions that increase the risk for severe COVID-19 (Cardiovascular disease, diabetes), being a great stress management tool by reducing symptoms of anxiety and depression, helping bring cortisol levels in balance. Stress and distress creates a certain imbalance in cortisol levels and this negatively affects immune function and inflammation.

6 Conclusion

Many people have been suffering because of the routine changes caused by the quarantine, constant deaths reports on TV, speculations about new treatments, risk of losing jobs, and no prediction about the end of the pandemic. Physical exercise is a cheap and easy strategy that should be encouraged during the COVID-19 pandemic because it has been worthy to treat and prevent many cardiorespiratory and physical manifestations developed by people.

All studies around the globe show that quarantine causes an immense drop in total weekly physical activity energy expenditure in all age groups and especially in men, and this reduction negatively influences the

psychological well-being. In fact, physical activity has a profoundly positive impact on psychological health, by enhancing self-esteem and resilience to stress and reducing depression and anxiety. Given the spread of COVID-19, stay at home is a fundamental step to halt the pandemic.

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INTEGRATING ESP AND EAP IN EFL COURSES IN TERTIARY EDUCATION

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Abstract

Tertiary education aims to prepare students for the professional world they are to enter on graduation. Consequently, EFL courses should integrate elements of both EAP and ESP in order to equip student with both English language knowledge and soft skills, which are necessary for a successful career in the 21st century. The process of designing an effective EFL course curriculum begins with students' needs analysis. Obtained data provide the necessary framework for a syllabus that includes topics and assignments relevant to students' study programmes. These steps were taken when designing a tailor-made EFL course for first year students from the Faculty of Engineering and the Faculty of Graphic Design and Visual Arts at the International Balkan University in Skopje. Survey results suggest students' satisfaction with their improvement of all four language skills. In addition, pre-test and post-test results show statistically significant progress in writing, reading and speaking.

Key Words: EFL, ESP, EAP, tertiary education, curriculum design, soft skills.

1 Theoretical Background

The aim of tertiary education is to prepare “students become a well-prepared citizenry and workforce that will succeed in the Knowledge Economy driven by critical thinking, communication, collaboration and creativity, and fueled by digital technology (Kivunja, 2014a:46). This is feasible if university teachers include the necessary 21st century skills in all courses (Trilling and Fadel, 2009).

According to Kivunja (2014b), the skills that all graduates should be equipped with are classified in the following way:

- Traditional Core Skills; e.g. basic literacy and numeracy;
- Learning and Innovation Skills; e.g. creativity, critical thinking and problem solving;
- Career and Life Skills; e.g. adaptability, flexibility, initiative, leadership and teamwork;

- Digital Literacy Skills; e.g. technological proficiency, digital fluency, computing, media and information literacy.

Modern universities who fail to integrate these skills risk creating “a disconnect between jobs being created and the skills in the workforce” (Burkhardt et al., 2003:9).

In the field of Teaching English as a Foreign Language the process of curriculum and syllabus transformation indicates the shift from traditional to learning-centred classrooms. Although EFL methodology has not provided English teachers with a single most effective teaching method, procedure or technique that would guarantee successful language acquisition, language teachers are constantly seeking for ways to help their students learn better

The most important condition for successful language acquisition is arguably creating plenty of opportunities for meaningful L2 communication (Harmer, 2015). It is the access to comprehensible L2 that yields “the best results provided students are exposed to authentic texts aimed for real communicative language use, and not materials designed solely for pedagogical purposes” (Belcher, 1999:254). The latter include traditional mechanical drills, gap-filling activities or invented dialogues, which are to be found in many course books. Larrson (2001) criticizes EFL teaching that places students in the position of passive knowledge recipients who lack motivation, and who only memorize the vocabulary they need for an upcoming exam. Contrary to this, if students are given material that is deeply connected to the context of the actual problems they are to solve, they will become more engaged in the learning process. Therefore, EFL courses in higher education have to be reformed and designed in a way that enables students to think critically and become active constructors of knowledge. This can be done through integrating EAP and ESP content as well as using communicative methods such as Project Based and Problem-solving Learning, CLIL, Flipped classroom approach and Task-based learning.

2 Defining Key Terms: EFL, EGP, ESP and EAP

Distinction between the types of English that should be incorporated into EFL courses in higher education has to be made in order to fully understand the rationale behind their syllabus design.

- English as a Foreign Language (EFL)

According to Saville-Troike “a foreign language is one not widely used in the learners’ immediate social context which might be used for future travel or other cross-cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application (Saville-Troike, 2006:4)

- Types of EFL

In the field of EFL teaching there are two basic types of English: English for General Purposes and English for Specific Purposes (ESP).

English for General purposes (EGP) – typically taught at primary and secondary level. EGP courses are based on a national curriculum, which places equal emphasis on all four language skills. The topics included in the courses/ course books are general and not related to any profession in particular.

English for Specific Purposes (ESP)

ESP is a broad term that refers to teaching English to students or those learning English for their current or future profession, or to pursue their studies (Barnard & Zemach, 2003). It includes various contents from both academic and professional life, ranging from business, economy, or law, to medicine, engineering and art.

Munby defines ESP classes as “courses whose syllabi and teaching materials entirely depend on previously conducted analysis of students’ communicative needs“ (Munby, 1978:2). “ESP is an approach, not a product. It is not a specific type of language or a methodology, nor does it consist of a specific teaching material (Hutchinson & Waters, 2002:19). It is basically an approach to language teaching that depends on students’ needs. ESP teachers have to cooperate with teachers from other departments in order to design tailor-made courses that meet the professional needs of their students.

ESP is further divided into English for Academic Purposes (EAP) and English for Occupational/ Vocational / Professional Purposes (EOP/EVP/EPP).

English for Academic Purposes (EAP)

EAP courses include content related to major scientific areas in higher education, or may cover specific language needs for a certain area (medicine, architecture). EAP as a university course could have the following aims and objectives:

- developing academic writing/reading and writing/listening and speaking skills;
- using it to study other content - CLIL method;
- developing all four language skills by combining EGP and EAP (as a compulsory or elective course); and
- additionally, developing students’ learning skills.

Syllabi for EAP courses are based on students’ needs analysis. Close cooperation with other university staff is of paramount importance.

English for Occupational/ Vocational / Professional Purposes (EOP/EVP/EPP)

EOP meet the needs of particular students as they prepare them to use English in their workplace. Such courses include very specific topic and professional vocabulary. EOP course books cover English for various jobs, including doctors, nurses, engineers, hotel staff, electricians, psychologists, tourism and catering. Syllabi are designed in accordance with students’ needs and desires.

To conclude, English for General Purposes is the common basis of all types of English. However, the starting point for designing a syllabus for an EAP and ESP course is students’ needs analysis, which is not the case with EGP courses. EFL courses at tertiary level should be a combination of EGP, EAP and ESP so that university students may gain expertise, language knowledge, as well as develop the skills for a successful career in the 21st century. These are called soft skills and include: problem-solving, collaboration, cooperation, critical thinking, analytical thinking, time management, organizational skills, openness to critique, and good written and verbal skills (Cho et al., 2015, Conley, 2005). The main difference between EGP and ESP curricula and syllabi is the fact that teaching practitioners define course goals form a broad or narrow angle, respectively (Belcher, 2006).

3 Designing and Effective EFL Course Curriculum

EFL courses curricula and syllabi should be changed, adapted and upgraded over time. We have been

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

witnessing rapid technology development over the last two decades, and teaching processes should follow the same trend and prepare students for a career in the digital era. Teachers working in higher education institutions are at an advantage as they are not obliged to employ a certain teaching method or follow a national curriculum.

L2 acquisition differs greatly from learning other subjects since the language being learned is both the aim and the means of communication. In social or natural sciences, on the other hand, students acquire certain knowledge or expertise, and the language is merely a tool to achieve the learning objectives. Older theories of second language acquisition neglect the social aspect of learning, thus contradicting to contemporary language learning theories inspired by Constructivism and Vygotskyian Socio-Cultural Theory (Zhao, 2013). In modern English classes students should be able to construct meaning and knowledge through social interaction within a wider community, beyond the physical classroom boundaries.

The following six steps were taken when designing a tailor-made EFL course for a total of 120 first-year students from the Faculty of Engineering and the Faculty of Graphic Design and Visual Arts at the International Balkan University in Skopje. Classes were held once a week, for a period of one semester (13 weeks), with three 45-minute classes per week. The basic course book used in class was designed for an EAP course, and included six units.

The information on course content, skills, type of interaction, materials and assessment was gathered through the students' needs analysis. Students also did a survey after completing the course in order for the course instructor to receive students' feedback. The effectiveness of the course was measured by giving a group of representative students a pre- and a post-test.

- Step 1: Students' needs analysis;
- Step 2: Defining course goals and objectives from a narrow angle
- Step 3: Placement test;
- Step 4: Choose an EAP course book;
- Step 5: Cooperation with teachers from other departments to add ESP topics and design realistic assignments for students;
- Step 6: A pre-test and a post-test;

- Step 7: Student survey at the end of the course.

Here is an example of the type of homework assignments and projects that were done in and out of class. They were all adapted to the different study program of the students.

UNIT 1: ARCHITECTURE	
Study program Architecture	Assignment/Project Balkan architecture – uploading the text on wikipedia
Computer Engineering students	Security systems in your country.- uploading the text on wikipedia
Graphic Design and Visual Arts	Design an advertisement for the sale of a building - uploading images on Google images
Unit 1 Second assignment/project Students from all study programs	Designing a floor plan of the new university campus building – presentation in front of teachers from the Architecture department
UNIT 2: GLOBALIZATION	
Architecture	What is more important: local or global architecture trends? Which trend should be followed – a debate in class and writing a debate summary
Computer Engineering students	Has the Internet brought more harm than good for humankind? - a debate in class and writing a debate summary
Graphic Design and Visual Arts	Does globalization have a positive or negative effect on designers' creativity? - a debate in class and writing a debate summary
UNIT 3: ART	
Architecture	Taking photos and describing them – an art exhibition at the university campus
Computer Engineering students	Taking photos and describing them – an art exhibition at the university campus

Graphic Design and Visual Arts	Organizing the art exhibition, advising the other students on photography techniques
UNIT 4: PSYCHOLOGY	
Architecture	How is psychology related to architecture? - <u>PowerPoint</u> presentation with references in front of the students
Computer Engineering students	Is AI useful to humankind? - <u>PowerPoint</u> presentation with references in front of the students
Graphic Design and Visual Arts	<u>How is psychology related to graphic design?</u> - <u>PowerPoint</u> presentation with references in front of the students
Unit 4 Second assignment/project	
Architecture	How is psychology related to architecture? - writing an article for an electronic newspaper
Computer Engineering students	Is AI useful to humankind? - writing an article for an electronic newspaper
Graphic Design and Visual Arts	<u>How is psychology related to graphic design?</u> - writing an article for an electronic newspaper
UNIT 5: CULTURE	
Architecture	Cultural differences in relation to differences in architecture - student interview for the university website
Computer Engineering students	Cultural differences in relation to differences in ICT - student interview for the university website IKT
Graphic Design and Visual Arts	Cultural differences in relation to differences in design, marketing, advertisements and commercials - student interview for the university website
UNIT 6: TECHNOLOGY	
Architecture	Plagiarism in architecture – writing an argumentative essay and a presentation
Computer Engineering students	How to prevent and check for plagiarism – writing an argumentative essay and a presentation

Graphic Design and Visual Arts	Plagiarism in (web) design – writing an argumentative essay and a presentation
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4 Research Results from the Instruments for Data Collection

A) Student's needs analysis

As many authors have agreed Needs Analysis (NA) plays a crucial role in ESP courses because their efficiency is closely related to the careful study of the target learners and analysis of the findings (Atai and Asadi, 2013; Belcher, 2006; Dudley-Evans and St John, 1998). Obtained data provide the necessary framework for a syllabus that includes topics and assignments relevant to students' study programs. In addition, the Needs Analysis prevents course instructors from designing curriculum for classroom practice that might be biased because of the curriculum designers' personal beliefs, misunderstandings, and lack of familiarity with the learners' real academic needs (Atai and Asadi, 2013; Belcher, 2006).

The NA questionnaire consisted of 15 questions of different format: yes/no, multiple choice, Likert scale and open-ended questions. The results showed that:

- Most students believe their English course should be a combination of EAP and ESP;
- They expect to improve their academic and professional vocabulary, as well their academic writing and speaking skills;
- Students would like to improve the following language subskills: reading general and professional literature, listening to lectures on topics related to their field of studying; participating in discussions on topics related to their future professions; writing seminar papers and short project assignments;
- 70% prefer interactive classes (vs 30 % for traditional instruction);
- 45% prefer group work (30% individual work, and 25% project work);
- Nearly 60% believe they should be studying through projects that improve their learner autonomy;
- Most of them prefer using audio-visual materials and EAP course books; and

- Nearly 50% prefer summative written exams, 26% chose a combination of formative and summative assessment, and 24% prefer formative assessment.

B) Placement test

The Quick Oxford Placement Test by Oxford University Press was used to test all 120 students' language proficiency. The test consists of four sections: grammar, vocabulary, reading and writing. The maximum number is 120, on a scale from A1 to C2, according to the Common European Framework for Languages. 55% of the students were B2 level, followed by 34% B1 level, and only 11% were C1.

C) Student survey at the end of the course

20 questions were included in the survey, which was divided into two parts. The first part had 15 questions, and the students expressed their opinion through the Likert scale. In the second part there were five open-ended questions. According to results of the survey with the students at the end of the study they had a positive opinion of the PBL and said that it helped them develop their language skills (76% listening, 82% speaking, 44% reading, 76% writing).

D) Pre-test and post-test

40 students were given the tests. They were chosen from the students who attended classes regularly. Only B1 and B2 level students were included. The obtained data were statistically processed in MS Excel and SPSS v.20.0. They were later analyzed with the dependent *t*-test. The $p < 0,005$ was taken as statistically significant. The study was conducted from February to May 2019.

The results show statistically significant overall progress. There is a statistically significant difference between the mean values of the tests (pretest $M=79,97$, posttest $M=85,37$, $t = 2,513$, $p=0,016$). Regarding each language skill in the experimental group there was a statistically significant difference in reading (pretest $M=19,77$, $SD=2,98$; posttest $M=22,62$, $SD=2,5$, $t = -8,365$, $p = .000$), writing (pretest $M=20,1$, $SD=3,82$; posttest $M=21,52$, $SD=3,25$, $t = -4,481$, $p = .000$) and speaking (pretest $M=20,65$, $SD=3,01$; posttest $M=21,26$, $SD=2,76$, $t = -3,871$, $p = .000$), but not in listening (pretest $M=19,45$, $SD=3,5$, posttest $M=19,6$, $SD=3,88$, $t=-0,495$, $p=0,623$), as shown in the table below..

Table 1. Descriptive statistics on the dependent t-test

		N	M	SD	t	p
Pair 1	listening	40	19,450	3,5945	-,495	,623
	listening	40	19,600	3,8882		
Pair 2	speaking	40	20,650	3,0175	3,871	,000
	speaking	40	21,625	2,7613		
Pair 3	reading	40	19,775	2,9827	8,365	,000
	reading	40	22,625	2,5083		
Pair 4	writing	40	20,100	3,8217	4,481	,000
	writing	40	21,525	3,2580		
Pair 5	Total pre-test	40	79,975	11,8549	5,515	,000
	Total post-test	40	85,375	11,0586		

5 Limitations, Conclusion and Further Research

EFL courses in higher education ought to prepare students for job skills in the 21st century. They should combine General English with EAP and ESP content so as to enable students gain English knowledge they may later use in their studies and future professions, as well as to develop their soft skills, such as critical thinking, collaboration, creativity and communication. Students' needs analysis ought to be conducted prior to curriculum design to avoid discrepancy between teacher's and students' expectations. Placement tests should be used for mixed ability classes to ensure the level of the course matches learners' proficiency. Designers of an effective EFL course curriculum have to cooperate with teachers from other departments and faculties. In this way they can include topics which are relevant to students' previous knowledge, interests and study programs, as well as design assignments and projects that would connect students' knowledge of English to their future professions.

Further research can be done in the following areas: developing students' listening skills in EAP and ESP courses in higher education; comparison between traditional instruction and latest teaching methods; effective EFL methods to be used in EFL courses in tertiary education, and assessing students' soft skills.

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YABANCILARA TÜRKÇE VEYA TÜRKLERE YABANCI DİL ÖĞRETİMİ BAĞLAMINDA KARŞILAŞTIRMALI DİLBİLGİSİ VE SÖZLÜK KULLANIMI*

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Özet

Bu çalışmada *Yabancı Dil Olarak Türkçe* öğrenen bir Alman ile Almanca öğrenen bir Türkün sözlüğü nasıl dil içi ve diller arası Karşılaştırmalı Dilbilgisi kitabı gibi kullanabileceği örneklerle gösterilecektir. Bunun için Karl Steuerwald'ın *Türkçe-Almanca Sözlük*'ü ve *Wahrig digital* esas alınacaktır. Ayrıca Türkçe öğrenen Almanların ve Almanca öğrenen Türklerin yaptığı aktarım yanlışları (Interferenzfehler) bağlamında **biçim – anlam karşıtlığına dikkat çekilecektir. Konuyu aşağıdaki bilimsel verilerle gerekçelendirmek mümkündür.** Yabancı dil öğrenmek isteyen bir kişi, her zaman açık veya örtük bir biçimde anadiliyle karşılaştırma yapar. Zira karşılaştırma yoluyla aradaki farklar görülüp öğrenme güçlüğü yaratan hususlar bulunup ona göre strateji geliştirilebilir. Uluslararası ilişkilerin artması, bilim ve endüstrinin gelişmesi neticesinde yabancı dil öğrenme ihtiyacı 19. Yüzyılın sonuna doğru daha da artmış, böylece dillerin bilimsel temellere dayanarak sistematik bir şekilde karşılaştırılması gereği, 1950'li yıllarda Karşılaştırmalı Dilbilim doğmuştur. Karşılaştırmalı Dilbilgisi aslında birbirine tamamen zıt *Özdeşlik Kuramı* (Identitätshypothese) ve *Karşıtlık Kuramı* çatışmasını özetleyen şu ilkelere dayanır:

- Yabancı dil, anadili temeli üzerine kurulur. Sonradan öğrenilen dil(ler) anadilinden bağımsız öğrenilemez. Anadili öğrenmek ile yabancı dil öğrenmek esas itibarıyla birbirinden farklıdır.
- Anadilinin yapılarıyla yabancı dilin yapıları az çok farklıdır.
- Yabancı dil öğrenen kişi anadilinin özelliklerini istemeyerek yabancı dile aktarır. Benzerlik durumunda aktarım öğrenmeyi kolaylaştırır, farklılık varsa zorlaştırır ve yanlış aktarıma (Interferenz) sebep olur.
- Anadili ile yabancı dil arasındaki farklılıklar, öğrenciye benzerliklerden daha çok zorluk

yaratır. Farklılıklar ne kadar büyükse, öğrenme sorunları da o kadar büyük olur.

- Sistematik bir karşılaştırma, anadili ile yabancı dil arasındaki farklılıkları ve benzerlikleri ortaya koyacağından, çıkması muhtemel öğrenme sorunlarını da önceden tahmin etmek, buna göre de ders işlemek ve ders materyali hazırlamak mümkündür.

Karşılaştırmalı Dilbilgisinin ortaya çıkışını hazırlayan bu etmenler Türkçenin de yabancı dil olarak öğretilmesi açısından belirleyici niteliktedir. Yabancı dil öğrenmedeki başarı/başarısızlık genellikle bilindik yöntemlerle ilişkilendirilse de başarının özü Karşılaştırmalı Dilbilgisinin verilerinden yararlanmaya dayanır. Sözlük kullanmak özellikle yabancı dille ilgisi olan öğrenci, öğretmen ve akademisyenlerin daima ihtiyaç duyduğu bir şeydir. Bizce iki dilli ya da çok dilli sözlükler örtük Karşılaştırmalı Dilbilgisi kitaplarıdır. Türkçeyi yabancı dil olarak öğrenenler veya anadili Türkçe olup İngilizce/Almanca/Fransızca vs. öğrenen Türkler için en önemli başvuru kaynağı, diller arasındaki farklılıkları gözetken sözlüklerdir. Dolayısıyla sözlük yazarlarının Karşılaştırmalı Dilbilgisinin verilerinden yararlanarak sözlüğün kim(ler) tarafından ne zaman, nerede, niçin ve nasıl kullanılabileceğini belirleyip sözlük yazmaları gerekir.

Anahtar sözcükler: Yabancı dil öğrenimi, Karşılaştırmalı Dilbilim, Sözlük kullanımı

Keywords: Foreign Language Learning, Comparative Linguistics, Dictionary Use, Interference

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1 Karşılaştırmalı Dilbilgisinin Doğuşu

Yabancı dil öğrenmek isteyen bir kişi, her zaman açık ya da örtük bir biçimde anadiliyle karşılaştırma yapma ihtiyacı duymuştur. Zira karşılaştırma yoluyla aradaki fark görülüp öğrenme güçlüğü yaratan hususlar bulunabilir ve ona göre önlem alınabilir.

Uluslararası ilişkilerin artması, bilim ve endüstrinin gelişmesi neticesinde yabancı dil öğrenme ihtiyacı 19. Yüzyılın sonuna doğru daha da artmış, böylece dillerin bilimsel temellere dayanarak sistematik bir şekilde karşılaştırılması gereği, Karşılaştırmalı Dilbilim doğmuştur. Karşılaştırmalı Dilbilimin uygulamalı bir bilim dalı olarak kendini ortaya koyması 1950'li yıllara rastlar. C. A. Ferguson ve arkadaşları *Contrastive Structure Series* adı altında İngilizce-Fransızca, İngilizce-İtalyanca, İngilizce-Rusça ve İngilizce-İspanyolca Karşılaştırmalı Dilbilgisi⁶ kitaplarını hazırlayarak bu alandaki bilimsel çalışmaların öncüsü olmuşlardır (Bausch 1973: 163).

Karşılaştırmalı Dilbilgisi aslında birbirine tamamen zıt iki öğrenme kuramının çatışmasının sonucudur. Özdeşlik Kuramı (Identitätshypothese), yabancı dilin anadili gibi – yani anadilinden bağımsız – öğrenildiğini savunur. Karşıtlık Kuramı ise (Kontrastivitätshypothese), yabancı dil ile anadilinden bağımsız öğrenilemeyeceğini iddia eder. Burgschmidt & Götz (1974: 116), Wagner (1974: 372) ve Balcı'ya (2009: 8) dayanarak öğrenmeye dair aşağıdaki gerekçeler Karşılaştırmalı Dilbilgisinin özünü teşkil eder:

- Öğrenilecek 1. veya 2. yabancı dil, anadili temeli üzerine kurulur. Sonradan öğrenilen dil(ler) anadilinden bağımsız öğrenilemez. Anadili öğrenmek ile yabancı dil öğrenmek esas itibarıyla birbirinden farklıdır.
- Anadilinin yapılarıyla yabancı dilin yapıları az çok farklıdır.
- Yabancı dil öğrenen kişi anadilinin özelliklerini istemeyerek yabancı dil yapılarına aktarır. Benzerlik durumunda bu aktarım öğrenmeyi kolaylaştırır, özellikle de farklılık

varsa zorlaştırır ve yanlış aktarıma (Interferenz) sebep olur.

- Anadili ile yabancı dil arasındaki farklılıklar, öğrenciye benzerliklerden daha çok zorluk yaratır. Farklılıklar ne kadar büyükse, öğrenme sorunları da o kadar büyük olur.
- Sistematik bir karşılaştırma, anadili ile yabancı dil arasındaki farklılıkları ve benzerlikleri ortaya koyacağından, çıkması muhtemel öğrenme sorunlarını da önceden tahmin etmek, buna göre de ders işlemek ve ders materyali hazırlamak mümkündür.

Karşılaştırmalı Dilbilgisinin ortaya çıkışını hazırlayan bu etmenler gerek Türkçenin gerekse başka bir dilin yabancı dil olarak öğretilmesi / öğrenilmesi açısından belirleyici niteliktedir. Yabancı dil öğrenmedeki başarı ya da başarısızlık çoğu zaman bir yöntemle ilişkilendirilse de, bize göre yöntemden daha önemlisi, Karşılaştırmalı Dilbilgisinin verilerinden yararlanmaktadır. Bu konuda **Čaušević (2001) diyor ki:** „Bazı genç meslektaşlar, Türkçe'nin yabancı dil olarak öğretilmesinde yöntem eksikliğinden yakınır. Acaba genel bir yöntemden hiç konuşulur mu diye kendi kendime soruyorum? Akademik düzeyde böyle bir yöntem varsa, o da – dediğim gibi – Türkçe'nin Türkoloji'yi okuyanların ana diliyle karşılaştırılmasıdır“.

Elbette ki açık ya da örtük Karşılaştırmalı Dilbilgisi her şeyin çaresi değildir, ancak özellikle yabancı dil bilgisi ve duygusu zayıf olan ya da dilde mantık aramayı tercih eden bir kişi için öğrenmenin temelini oluşturur. Karşılaştırma sayesinde anadili ile yabancı dilin öğeleri arasında sebep-sonuç bağlantısı kurulabilir, gerekçelendirme ihtiyacı duyuluyorsa mümkün kılınabilir.

2 Sözlük Kullanımı

Sözlük kullanmak özellikle yabancı dil ile ilgili olanların ihtiyaç duyduğu bir iştir. Yalnız öğrenciler değil, öğretmenler ve akademisyenler de sürekli sözlük kullanma ihtiyacı duyabilir. Bir öğretim üyesi olarak 35 yıldır yabancı dil eğitimiyle uğraşmama rağmen bir öğrenciden daha az sözlük kullanmadığımı iddia edebilirim.

⁶ *Karşılaştırmalı Dilbilim ve Karşılaştırmalı Dilbilgisi* terimlerinin eşanlamlıymış gibi çoğu zaman yanlış kullanıldığı görülmektedir. Oysa Karşılaştırmalı Dilbilim diller üstü olup bu disiplinin genel adıdır ve dil karşılaştırmalarının tarihçesini, bilimsel dayanaklarını, ilkelerini, olanaklarını araştırır. Karşılaştırmalı Dilbilgisi ise dil çiftleri (veya ikiden daha fazla dilin) sistemlerinin bir bütün olarak ele

alınarak farklılıkların ve benzerliklerin ortaya konulması amacını taşır. Bir de Karşılaştırmalı Çözümleme terimi vardır ki, o da iki dil sisteminin tamamının değil de bir bölümünün, örneğin Türkçe ve Almancanın sözdizim sistemlerinin karşılaştırılması anlamına gelir. Buna göre *Karşılaştırmalı Türkçe-Almanca Dilbilimi* ifadesi yanlış ve *Karşılaştırmalı Türkçe-Almanca Dilbilgisi* demek gerekir.

Sözlüksel bilgiye erişim eskisine göre günümüzde daha kolaydır. Elimizin altında her zaman basılı bir sözlük olmasa bile, elektronik ya da çevrimiçi bir sözlük aracılığıyla dilediğimiz bilgiye erişmemiz mümkündür.

Sözlük, bir dile ait sözcük hazinesinin bir bölümünün veya bütünüünün bulunduğu kitaptır. Anadilimizde bile bu kitaba başvurma ihtiyacı duyduğumuza göre yabancı dil öğrenenlerin sözlüğe ihtiyaç duyması kaçınılmazdır. Sözlüğe ihtiyaç duymamak, öğrenmemek demektir. Elbette sözlükten kelime bulup ezberlemek tek başına öğrenmek anlamına gelmez. Öğrenmek, dili etkin ya da edilgin bir biçimde yazarak, okuyarak, konuşarak veya dinleyerek kullanabilme becerisine sahip olmaktır.

Özellikle yabancı dil öğrenme bağlamında tekdilli veya ikidilli sözlük kullanma ihtiyacı duymayı doğrudan kitap okuma alışkanlığı ile ilişkilendirmek mümkündür. Zira ancak okuyarak yeni sözcüklerle ve yeni bağlamlarla karşılaşmamız olasıdır. Bilmediğimiz sözcük bağlamında aslında öğrenmek isteyebileceğimiz birçok bilgi olabilir.

3 Karşılaştırmalı Dilbilgisi –Sözlük ilişkisi

Sözlük anlık olarak bir sözcüğü arayıp bulma aracı olabildiği gibi, meraklı bir insan için okuma kitabı işlevi de görebilir. Hangi amaçla olursa olsun, sözlük kullanma esnasında bazı dilsel öğeleri başka dilsel öğelerle karşılaştırma ihtiyacı duyarız. Bu karşılaştırma zihnimizdeki bilgiler arasında ya da sözlükteki bilgiler çerçevesinde, aynı dilin içinde (tekdilli sözlükte) ya da diller arasında (ikidilli sözlükte) gerçekleşebilir. Açıkça söylemek gerekirse, özellikle ikidilli ya da çokdilli sözlükler örtük Karşılaştırmalı Dilbilgisi kitapları olarak görülebilir.⁷ Bu görüşümüzü gerek tekdilli sözlüklerden gerekse ikidilli sözlüklerden örnekledirelim.

Tekdilli Almanca Sözlük Bağlamında Diliçi Karşılaştırma

Diliçi karşılaştırmalı dilbilgisi veya çözümleme için sayısız Almanca örnek verilebilir. Özellikle Almandaki sayı ve cinsiyet kategorisi, anadili Almanca olanlar için bile sorun oluşturabilmektedir.

1) Birçok Almanca *Bauer* nedir diye sorsanız, *çiftçi* diyecektir. Fakat *bir anlamı daha var, kuş kafesi anlamın da gelir* diye söyleseniz şaşırabilir. Oysa şaşırarak bir durum yoktur ve Wahrig Deutsches

Wörterbuch gibi nitelikli tekdilli bir sözlüğe başvurursak iki *Bauer* maddesiyle karşılaşırız. Burada sözlük kullanıcıya düşen görev, *Bauer* sözcüğünün çokanlamlı mı (polysem), eşsesli mi (homophon), eşyazımlı mı (homograph) olduğunu ve başkaca dilsel özellikleri varsa ortaya çıkarmak için karşılaştırma yapmaktır.

>'Bau-er¹ <m. 16> jmd., der berufsmäßig ein eigenes od. gepachtetes Stück Land bebaut (Acker~, Wein~); kleinste Schachfigur; Spielkarte (Bube, Unter, Wenzel); freier ~; leibeigener ~; die dümmsten ~n haben die größten Kartoffeln <umg.; sprichwörtl.> Erfolg hat mitunter der, der ihn eigentlich am wenigsten verdient [<ahd. buari; → bauen]

>'Bau-er² <n. 13> Vogelkäfig (Vogel~) [<ahd. bur “, engl. bower “ <vorgerm. *bhu-ro; zu idg. *bhu-; → bauen]

Wahrig *digital*'den (2003) aldığımız iki *Bauer* sözcüğünün kabaca karşılaştırılması şu sonuçlara götürecektir:

- İki sözcük arasında eşyazımlılık ilişkisi vardır; yani sesletimleri ve yazılışları aynı, anlamları ayrıdır. Birincisi *çiftçi*, ikincisi *kuş kafesi* demektir.
- Cinsiyet kategorileri farklıdır. Birincisi eril (der Bauer), ikincisi nötrdür (das Bauer).
- Çoğulları da aynı değildir. Birincisinin belgili çoğulu *die Bauern*, belgisiz çoğulu *Bauern*; ikincisinin belgili çoğulu *die Bauer*, belgisiz çoğulu *Bauer*.
- Çekimleri farklıdır. Birincisi zayıf çekimlidir, yani çekim paradigmasını bozan ek yoktur; ikincisi kuvvetli çekimlidir, çekim paradigmasını bozan ek vardır.
- İki sözcük etimolojik açıdan da farklıdır. Çiftçi anlamına gelen *der Bauer* Eski Yüksek Almanca *buari*'den, *das Bauer* ise Eski Yüksek Almanca *bur*'dan gelmektedir.

Genelleme yapmak öğrenme açısından son derece önemlidir. Aksi takdirde her öğeyi diğer öğelerden bağımsız olarak tek başına öğrenmek için ne zaman ne de hayat yeter. Yabancı dil öğrenirken de genelleme yapıp çıkarımlarda bulunmak çok önemlidir. Ancak genelleme yapmak kimi zaman yanlış sonuçlara götürür

⁷ Bizce sözlük yazarları da bu gerçeği dikkate alarak sözlük yazmalıdır. Yazar sözlüğün hedef kitlesini iyi belirlemeli, sözlüğün

kim(ler) tarafından ne zaman, nerede, niçin ve nasıl kullanılabileceğini saptadıktan sonra sözlük yazımına başlamalıdır.

ve öğrenmeyi güçleştirir. Gerek anlamsal gerekse biçimsel benzerlikten kaynaklanan aşırı genelleseyici yaklaşımları psikolojik temellere dayandıran Ranschburg şunu der: "... *das Gleiche – auf allen Gebieten des neuropsychologischen Geschehens – sucht sich zu vereinigen, das Verschiedene strebt auseinander, hebt sich vom Gleichen und untereinander dem Grade seiner Verschiedenheit ab*" (İçinde: Juhász 1970: 94). Yani nöropsikolojik etmenlerin rol oynadığı bütün durumlarda, birbirine benzeyen şeyler birbiriyle kaynaşmaya (aslında karışmaya) çalışırken, farklı olan şeyler farklılıklarını derecesinde birbirlerinden ve benzer şeylerden ayrılır. Keza bu durumu anadili Almanca olan bazı öğrencilerimizin yaşadığı bir örnekle açıklayalım.

Almancada *Genus, Tempus, Modus, Kasus* şeklinde dilbilgisel terimler vardır. Sözcüklerin tümü Latince kökenli olduğu için ilk bakışta aynı sayı ve cinsiyet özelliklerine sahip olmaları beklenir. Maalesef bu böyle değildir ve aradaki benzerlik öğrencileri yanıltmaktadır. Nitekim bu terimlerin cinsiyetleri de çoğulları da farklıdır: *das Genus – die Genera; das Tempus – die Tempora; der Modus – die Modi; der Kasus – die Kasus*. Hatta yapı bakımından benzer olan *Korpus* sözcüğünde durum daha da karışıktır.

'Kor-pus

1 <m.; -, -pus-se> Kernstück (von Möbeln); <umg.> Körper, Leib
2 <n.; -, 'Kor-po-ra> Sammlung, Auswahl von Texten, Äußerungen (als Grundlage für sprachl. Untersuchungen); Resonanzkörper (bes. der Saiteninstrumente)
3 <f.; -; unz.; Typ.> ein Schriftgrad (10 Punkt); Sy Garmond; → a. Corpus [<lat. corpus “

Görüldüğü üzere *der Korpus, das Korpus* ve *die Korpus* olmak üzere anlamı, cinsiyeti ve çekimi farklı olan üç farklı sözcük vardır; çoğulları: *der Korpus – die Korpusse; das Korpus die Korpora; die Korpus* sözcüğünün çoğulu yoktur. İşte potansiyel bir Karşılaştırmalı Dilbilgisi kitabı olarak görülebilecek sözlükler bu tür zorlukların aşılmasında çok yardımcı olur. Yeter ki kullanalım ve kullanmasını bilelim.

İkidilli Sözlük Bağlamında Dillerarası Karşılaştırma

Kuşkusuz ki Karşılaştırmalı Dilbilgisi deyince dillerarası karşılaştırma akla gelir ve genellikle iki dilin

sistemi veya sistemin bir bölümü karşılaştırılıp benzerlikler ve farklılıklar bulunur. Birçok dil çifti için olduğu gibi Türkçenin de Almanca veya başka dillerle karşılaştırdığı çalışmalar mevcuttur (Balcı 2009; Işık & Erol 2012; Köse 2012; Uslu 2016). Ancak konumuz ikidilli sözlük bağlamında Karşılaştırmalı Dilbilgisinin izlerini sürmek olduğundan dolayı Almanca – Türkçe ya da Türkçe – Almanca sözlüklerden örnekler alarak yorumlarda bulunacağız. Çevrimiçi Türkçe-Almanca-Türkçe *Pons*⁸ sözlüğünden Türkçe *magazin* sözcüğünü arayarak başlayalım:



„magazin“ kelimesinin çevirisi Türkçe » Almanca sözlüğünde (Almanca » Türkçe e atla)

magazin	ISIM	
magazin	Zeitschrift	c[şil]
magazin	Illustrierte	c[şil]
magazin	Magazin	c[nsiz]

Arama, karşımıza şu bilgileri çıkarmaktadır: Sözcük türü olarak *magazin* bir isimdir ve Almancada üç isimle karşılandığı belirtilmekte, ayrıca Almanca sözcüklerin cinsiyeti verilmektedir: *die Zeitschrift, die Illustrierte, das Magazin*. İlk bakışta bu verilerin sorunlu olduğu sezilmektedir. Şöyle ki, TDK'nın *Güncel Türkçe Sözlük*'üne⁹ baktığımızda şu tanımla karşılaşıyoruz:

magazin 

Fransızca *magazine*

1. *isim* Halkın çoğunluğunu ilgilendirecek, çeşitli konulardan söz eden, bol resimli yayını:

"Magazin yazarları, kültürel yaşamımıza el koydular." - Adalet Ağaoğlu

2. *isim* Genellikle sanat, eğlence ve spor dünyasında tanınmış kişilerle ilgili haber ve yorum.

Verilen iki tanım daha ziyade *die Illustrierte* sözcüğüne uyar, Almanca *das Magazin* (mahzen, depo) sözcüğü ile ise hiç anlamsal bir ilişkisi yoktur.¹⁰ Alm. *das Magazin*'in Türkçedeki *mağaza* ile anlam ve köken ilişkisi vardır. Kısacası kökensel ve anlamsal veriler açısından bu sözlük yanıltıcıdır. Verilen Almanca karşılıklarla ilgili bilgiler de yabancı dil öğrenen bir kişi açısından yetersizdir. Zira her üç sözcük farklı sayı ve çekim kategorilerine sahiptir. Karşılaştırmalı Dilbilgisi bağlamında özellikle çevrimiçi sözlüklerin güvenilir kaynaklar olmadığı açıktır. Ancak sözlüğün basılı

⁸ <https://tr.pons.com/%C3%A7eviri/t%C3%BCrk%C3%A7e-almanca/magazin> (Erişim tarihi: 20.02.2020).

⁹ <https://sozluk.gov.tr/> (Erişim tarihi: 20.02.2020).

¹⁰ TDK'nın sözlüğünde sözcüğün Fransızcadan geldiği belirtilse de, Wahrig'te bu sözcüğün Arapça kökenli olduğu yazılıdır ve Türkçede *mahzen* şeklinde mevcuttur.

olması, nitelikli olduğu anlamına gelmez.¹¹ Dolayısıyla hedef kitlesini iyi seçen kapsamlı bir sözlük kullanmak yabancı dil öğrenenler için zaruridir. Şimdi *Karşılaştırmalı Dilbilgisi – sözlük* ilişkisine daha uygun bir örnekle bakalım. Steuerwald'ta (1974) *oynatmak* ile ilgili şu bilgiler vardır:

oynatmak Kaus. zu oynamak spez. 1. wegrücken, bewegen; tanzen lassen 2. mit Spielen beschäftigten, durch ein Spiel ablenken (z. B. Kinder) 3. hinhalten, an der Nase herumführen 4. (ohne Obj. oder aklını ~) den Verstand verlieren, verrückt werden *aklını kaybetmek Zu 1: Piyanoyu yerinden oynatmadım. Ich habe das Klavier nicht von der Stelle rücken können. maymun (kukla) ~ den Affen (die Marionettenfiguren) tanzen lassen; s. a. atı (elini) ~ Zu 3: Üç gündür beni oynatıyor. Seit drei Tagen führt er mich an der Nase herum. Zu 4: Zavallı az kalsın oynatıyordu. Der arme Kerl wäre beinahe verrückt geworden.

Bu verileri Karşılaştırmalı Dilbilgisi bağlamında değerlendirecek olursak:

1) *Oynatmak* eyleminin *oynamak*'tan türetilen ettirgen bir eylem olduğunu anlıyoruz; *maymun oynatmak – den Affen tanzen lassen* örneğinden hareketle başka Türkçe ettirgen sözcüklerin karşılıklarına bakarız. Örneğin *okutmak – lesen lassen; yaptırmak – machen lassen...* Türkçe ve Almancadaki ettirgenliği karşılaştırma ve çıkarımlarda bulunma olanağı veren bu örnekler, ettirgenliğin Türkçede neredeyse her eylemden biçimbirimlerle (morfolojik olarak) yapıldığını, ancak bu kategorinin Almancada son derece kısır olduğunu ve özellikle *lassen* yardımcı eylemiyle sözcüksel olarak gerçekleştiğini ortaya çıkaracak, bu karşılaştırmanın sonuçlarının dil kullanımına olumlu yansımaları sağlayacaktır.

2) Dikkat çeken başka bir husus *oynatmak* eyleminin hem Türkçenin kendi içinde (*aklını oynatmak/kaybetmek/yitirmek*) hem de Almancayla ilişkisi açısından çokanamlı (polysem) oluşudur. 1. ve 2. seçenekte düz anlam, 3. ve 4. seçenekte anlam aktarması şeklinde bir yan anlam (Nebenbedeutung) vardır. Meraklı bir kişi Almanca – Türkçe sözlükten *spielen* (oynamak) eylemine bakarsa, bu eylemin de

Türkçedekine benzer anlam özelliklerine sahip olduğunu görecektir.

3) Yukarıdaki örnekte *oynatmak* eyleminin tümleçsiz (ohne Objekt) kullanılabilmesine de dikkat çekilmekte, nesneli (aklını oynatmak – den Verstand verlieren) ve nesnesiz/tümleçsiz (Der arme Kerl wäre beinahe verrückt geworden) kullanılabilmesine işaret edilmekte, böylece Türkçe ile Almanca açısından öğrenmeyi kolaylaştırıcı bir benzerlik ilişkisi kurulabileceği sezdirilmektedir.

4) İlgili bir öğrencinin dikkatini çekebilecek başka bir etmen, Türkçe örneklerde geçen belirtme durumları ve Almanca karşılıklarıdır (aklını – den Verstand; piyanoyu – das Klavier; maymun – den Affen); *aklını* ve *piyanoyu* belirtili nesnedir ve bu durum Almanca karşılıklarında gördüğümüz tanımlıktan (Artikel) farklı olarak belirtme ekiyle kodlanmaktadır; *maymun* belirtisiz nesnedir, ama Almancada belirtili nesne (Artikel) ile verilmektedir. Ancak burada özellikle Türkçe ve Almancadaki ad durumları ve çekimleri karşılaştırılırsa öğrencinin dikkatini çekmesi gereken şey, yalnız *der Affe* sözcüğünün tekil/çoğul diğer bütün hallerde –n ekini alacağıdır, yani zayıf çekimli olduğudur. Oysa *der Verstand/das Klavier* aynı çekim kategorisine dâhildir.

5) *Oynatmak* eylemi bağlamında karşılaştırmalı sözcük ailesi (Wortfamilie) çalışması da yapılabilir; *oynatmak, oynamak*'tan gelen ettirgen bir eylem olduğuna göre *oynamak*'ın Almanca karşılıkları üzerinde çalışılabilir:

oynamak 1. sich auf der Stelle bewegen, zappeln, unruhig sein; tänzeln (Pferd) 2. sich von der Stelle rühren, sich bewegen, wackeln (z. B. Tisch), hin und her rühren *kimıldamak 3. schwanken, fluktuieren 4. spielen (Scha., Karten, Tennis, Rolle usw.), Th.a. aufführen 5. Ka. ziehen, spielen (best. Karte) 6. ein Kampfspiel aufführen 7. tanzen 8. bşle (herum-)spielen (mit), herumfingern (an) 9. Bşle ein frevelhaftes Spiel treiben (mit), et. aufs Spiel setzen (Leben, Ehre usw.); (b-le) sein Spiel treiben (mit) 10. die Zeit verträdeln, herumträdeln 11. s. içine ~

Verilen 11 anlamdan sonra bazılarıyla ilgili eşdizimlilik (Kollokation) örnekleri verilmektedir: *İstatistiklerde rakamlar oynuyor = Die statistischen Zahlenangaben schwanken*. Hatta Türkçesi eskil kullanımlar da vardır: *oynıya oynıya = mit großer Freude*. Lâkin

¹¹ Ne yazık ki basılı PONS'ta (Kıyğı 2009) da aynı yetersizlikler mevcuttur ve bu tür sözlükler ya eksik veya yanlış öğrenmeye / aktarım yanlışlarına neden olmaktadır. Bu bağlamda bahsetmek istediğimiz başka bir konu, sözlük yazarlarının çoğu zaman başka sözlüklerden kopya çektikleri ve böylece yanlışların aktarılmasına /

Karşılaştırmalı Dilbilgisi çerçevesinde yapılabilecek en güzel çalışma, öğrencilerin çok zorlandığı geçişlilik – geçişsizlik ve Türkçe –Almanca tümleç türlerinin karşılaştırılmasıdır. *Oynamak* eyleminin hem geçişli hem geçişsiz değişkelerinin olduğu görülmektedir; aynı durum Almanca karşılıkları için de söz konusudur.

Bu bağlamda Almancada olup da Türkçede olmayan tümleç türüne (Genitivobjekt) ve Türkçede olup da Almancada olmayan tümleç türlerine (Lokativobjekt, Ablativobjekt, Komitativobjekt) örnekler verilerek dikkat çekilir.¹² Karşılaştırmalı örneklerle dilde her şeye öncelikle biçim – anlam karşıtlığından hareket etmek ve biçim ile anlamın karıştırılmaması gerektiği izah edilir. Almanca – Türkçe karşıtlığında bu çalışmayı birliktelik durumunda bir tümleç gerektiren *evlenmek* ile belirtili nesne alan Almanca *heiraten* örneğinde sık sık yaparız. Defalarca tekrarlandığı halde biçim – anlam karşıtlığını kavrayamayan öğrenciler kuramsal bilgilerine rağmen *Cavidan heiratete den Arzt* yerine Türkçenin etkisinde kalıp aktarım yanlışını yapmaktadır: **Cavidan heiratete mit dem Arzt*. Bunun tersi olan aktarım yanlışlarını Türkçe öğrenen Almanların da çok yaptığına tanık olmaktadır:

- 1) **Ben bir öğretmeni evlendim.*
- 2) **İki tane öğrencilerim var.*
- 3) **N. Chmosky ise Strüktüralizmden uzaklaşıp, bilişsel dilbilimini şekillendirmeyi başlamıştı.*
- 4) **(Valenzgrammatik) ise sadece ad ve yüklem öbeği tanımlamamakta, ...*
- 5) **“Durumsal Dilbilgisi” ... cümle bileşenlerini incelemektedir.*
- 6) **... terimlerini de çağrıştırmakta ...*
- 7) **Bu kitap arkadaşşıma verdim.*
- 8) **Hiç kimse beni seviyor.*¹³

Kuramsal bilgiye karşın dilsel bir öge yanlış kullanılıyorsa bunun nedeni kullanılmamasıdır. Yukarıda da belirtildiği üzere yalnız ve yalnız kullanım sayesinde öğrenme gerçekleşir; kullanılmayan bir şey öğrenilememiş demektir.

4 Sonuç

Yabancı dil öğrenen bir kişi örtük bir biçimde olsa bile anadiliyle veya daha önce öğrendiği yabancı bir dille karşılaştırma yapar. Böylece aradaki farkları görüp öğrenme gücünü yaratan hususlar bulabilir, ona göre strateji geliştirilebilir. Karşılaştırma ihtiyacı 1950’li

yıllarda Karşılaştırmalı Dilbilimi doğurmuştur. Zira yabancı dil, anadili temeli üzerine kurulur ve sonradan öğrenilen dil(ler) anadilinden bağımsız öğrenilemez. Ayrıca anadilini öğrenmek ile yabancı dil öğrenmek birbirinden farklıdır. Keza anadili ile yabancı dilin yapıları da az çok farklıdır. Dolayısıyla yabancı dil öğrenen kişi anadilinin özelliklerini yabancı dile aktarabilir ve bu aktarım yanlışlarına neden olabilir. Sistematik bir karşılaştırma ile bu sorunlar aşılabilir.

Nitelikli bir sözlük dolaylı olarak Karşılaştırmalı Dilbilgisi kitabı sayılabilir. Sözlüğü bu şekilde kullanma becerisini kazandırma konusunda öğretmenlere de görev düşmektedir. Bunun için adı *Sözlük Kullanımı* olan bir ders olması şart değildir. Her öğretici dersi elverdiği ölçüde yukarıda gösterildiği gibi sözlük maddeleri üzerinde çalış(tır)ıp iki dilli anlam / biçim / işlev karşılaştırması yapabilir. Bu çalışma tarzı yabancı dil öğreniminde kaçınılmaz olan aktarım yanlışlarını kısmen de olsa engelleyebilir. Sözlük çalışmalarını ile okuma alışkanlığı arasındaki ilişki yoğunlaştırıldıkça, yani dili kullanmak suretiyle okuma-yazma-konuşma-dinleme becerileri geliştirildikçe *Sprachgefühl* dediğimiz dil duygusu hassaslaşacak ve yanlış yapma olasılığı azalacaktır.

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¹³ Almanca *Keiner liebt mich* cümlesinde özne konumundaki *keiner* (hiç kimse) yüklemi olumsuzlaştırmaktadır. Türkçede yükleme de

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THE IMPACT OF COVID-19 IN STUDENT’S PERFORMANCE: A STATISTICAL ANALYSIS

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Abstract

This paper raises the question: "How have the achievements of students during online learning changed in the time of Covid -19 compared to the period when learning and teaching traditionally took place". This paper analyzes through descriptive statistics and other statistical methods the results achieved by students in the subject of Intermediate Macroeconomics in the academic year 2019-2020 and 2020-2021. At the Mediterranean University of Albania, the course of Intermediate Macroeconomics is developed in the first semester of the second year in Bachelor Cycle in Economic Science with profiles: Business Administration, Finance Banking and Accounting and Business - Law. During the academic year 2019-2020, the teaching was done in a classic method and took place in the auditorium while in 2020-2021 the teaching was developed on the Google Classroom platform. In this aspect, the purpose of this study is to compare student’s achievements in the same subject before and during the health crisis and to draw conclusions by arguing which of the teaching methods has generated the highest results. This statistical analysis of data is done after almost a year of online teaching and learning which means that it is the right time to assess the opportunities and threats of Covid -19 in the field of education.

1 Introduction

During the Covid-19 pandemic, education was one of the most studied, described, and researched fields due to the impact that the health crisis had on this area of life as well. As part of the academic staff of the Mediterranean University of Albania, I was motivated to write this paper to investigate further the performance of students and their achievements in the period before and during Covid-19. This paper is derived from the idea to compare students’ results in the same subject in two different periods and to draw conclusions from the obtained results. From another point of view, this analysis also serves our work as academic staff since the results of students are the fruit of the way we transmit

knowledge to them. Covid -19 introduced and imposed online teaching and learning through e-platforms all over the world.

The goal of this article is to list students’ results and to analyse through descriptive statistics and other statistical methods the performance of students for the subject of Intermediate Macroeconomics in the academic year 2019-2020 (traditional) and 2020-2021 (online). Due to the results, the analysis can derive ideas on how traditional classes could be improved in the future by introducing virtual spaces by increasing the quality of participation, introducing interactive materials, and integrating multimedia and other new opportunities that the Internet offers. On the other hand, we are still skeptical about how reliable are the results obtained during Covid -19 since it was quite difficult for professors to monitor, control, and evaluate the knowledge of each student appropriately.

It is important to emphasize that in this study students’ academic performance is treated with high confidentiality.

2 Statistical Data Analysis

At the Mediterranean University of Albania, the course of Intermediate Macroeconomics is developed in the first semester of the second year in Bachelor Cycle in Economic Science with profiles: Business Administration, Finance Banking and Accounting and Business - Law. During the academic year 2019-2020, the teaching was done in a classic method and took place in the auditorium while in 2020-2021 the teaching was developed on the Google Classroom (G-Suite) platform and took place at home. The subject is mandatory and the form of knowledge control is as it is presented in the table below.

Table 1: Forms of knowledge control, in (%)

Course attendance and active participation	10%
Completion of obligations (laboratory, course assignments)	20%

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Midterm	30%
Final exam	40%
Total	100%

For data analysing are considered the total results which means that all the components of knowledge control are taken into consideration. The maximum number of points a student can have is 100 points (100%) and the minimum number of points to be considered “passed” is 41 points (41%). Lower points means that the student didn’t pass the exam and must repeat it again.

Two different groups of students are tested: Traditional Group - 147 students and Online Group - 114 students.

Table 2: General Statistics of Two Groups

Grade Frequency	Subject: Intermediate Macroeconomics	
	Traditional	Online
4	33	35
5	35	30
6	20	14
7	24	11
8	14	8
9	16	10
10	5	6
Passable Students	114	79
Non - Passable Students	33	35
Total	147	114
%	78%	73%
Average Grade	6.75	6.7

Table 2 presents some general statistics for traditional classes and online classes like grade frequency, percentage of students that passed the subject, and average grade. As far as we can observe the frequency on the minimum and maximum grades are more or less the same. We can see a gap increasing in the middle of grade frequency. The chart below gives a better view of what we observe from the table. The red line refers to grade frequency during the classic method and the blue line refers to grade frequency of students learning from home. This means that the results of students before pandemic Covid -19 were higher, except minimum and maximum grades.

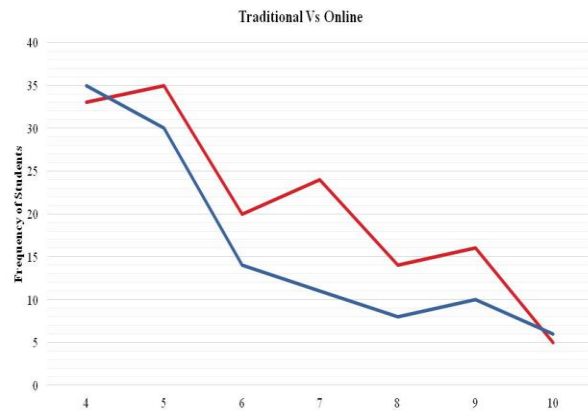


Figure 1: Traditional Vs Online

Regarding the average grade, we can conclude that is 0.05 higher in traditional classes compared with online classes. We find the difference not significant. Referring to the data, more students passed the subject while being in the auditorium 78% with respect to 73% in the online classes. We found the difference significant. This conclusion is reinforced by grade frequencies where we can conclude that traditional students had better results. 35 traditional students over 24 online students had grades above eight.

As far as we can see, the number of students in online classes is lower and this is not due to a decrease in the number of students in the university. The lower number occurred because:

- Lack of internet and learning resources;
- Infection from Covid -19 and presence of Covid-19 in family,
- Other factors.

Table 3: Descriptive Statistics for Traditional Students (2019-2020) and Online Students (2020-2021)

Descriptive Statistics	Traditional	Online
Mean	6.75	6.7
Median	6	5
Mode	5	4
Variance	3.59	3.29
Standard Deviation	1.89	1.81
Minimum	4	4
Maximum	10	10

Table 3 shows some other important statistics like median, mode, variance, standard deviation, etc. The median is another way of judging the students' performance since the arithmetic mean can be skewed slightly by having a number of very high or very low scores. If the curve has a long tail towards lower scores then the median is a better measure of class performance than the mean. If the curve is a symmetric bell curve, the mean and median are the same [1]. In our case, seems that the median value for the first group is higher of one grade compared to the second group. Even in this indicator, traditional students result to have had a better performance. Mode refers to the value that is repeated mostly among our data. For the students learning in the auditorium, we can observe that the most repeated value is 5 and for online students, the highest frequency has grade 4. The minimum grade is 4, the maximum is 10 for both groups.

Variance and standard deviation are two other important indicators calculated to understand how far from the mean are the observed values [2]. Referring to Table 3 we conclude that the observed values tend to spread around the mean in both cases more or less having the same value with no significant differences.

3 Chi-Square Test

We want to answer the question if the grades are completely independent of the way of teaching or that the way of teaching does not have an impact on students' grades? Until now we have derived the conclusion that the traditional way of teaching and learning gave better results for the students.

We used Chi-Square Test, a well-known statistical method, to help us answer the question.

Below are the steps that we followed:

1. State null hypothesis H_0 and alternative hypothesis H_a

H_0 : There is no statistically significant relationship between the two methods of teaching with respect to learning effectiveness.

H_a : Online classes differ significantly from traditional classes with respect to learning effectiveness.

2. Choose level of significance $\alpha = 95\%$ (decides the rejection or acceptance of H_0 - derives the conclusion)

3. Find critical values (Table Chi Square)

4. Find test statistics

Table 4. Calculations Results Chi-Square Test

Chi-Square Test for Traditional			Chi-Square Test for Online			Chi-Square	
Expected value (E _i)	O _i -E _i	(O _i -E _i) ²	Expected value (E _i)	O _i -E _i	(O _i -E _i) ²	(O _i -E _i) ² /E _i	
38.30	-5.3	28.1	29.70	5.3	28	0.73	
36.61	-1.6	2.6	28.39	1.6	3	0.07	
19.15	0.9	0.7	14.85	-0.9	1	0.04	
19.71	4.3	18.4	15.29	-4.3	18	0.93	
12.39	1.6	2.6	9.61	-1.6	3	0.21	
14.64	1.4	1.8	11.36	-1.4	2	0.13	
2.82	2.2	4.8	2.62	3.4	11	1.69	
							0.95
							0.09
							0.05
							1.20
							0.27
							0.16
							4.36
Chi-Square Test Value							10.88

After making all the calculations as shown in Table 4, the observed value that we obtained was 10.88.

The formula that we used is:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

χ^2 = chi squared
 O_i = observed value
 E_i = expected value

Regarding the third step we have to find the critical value in the Chi-Square table: $df = (Col-1) * (Row-1) = 6$, $\alpha = 95\%$ which corresponds to 12.592. We accept the null hypothesis " H_0 : There is no statistically significant relationship between the two methods of teaching with respect to learning effectiveness" because the Chi-Square calculated value is smaller than the critical value from the Chi-Square Distribution Table [3].

4 Discussion

Descriptive statistics found less effective online classrooms compared to traditional classes (especially for higher grades). We recommend that the traditional classes could be improved in the future by introducing virtual spaces by increasing the quality of participation since a lot of students work to afford their studies. Some subjects, like Macroeconomics, Statistics, etc, that have exercises to solve and graphs to draw found difficulties in the teaching process even using technical devices and visualization. In this case, the Internet can help only to introduce interactive materials and integrate multimedia

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

in the process of teaching but cannot substitute the role of the whiteboard.

The study found no statistically significant relationship between the teaching method and students' grades when applying the Chi-Square method. The study may need in the future further investigation on other elements/factors of student's academic performance that are influenced by the way of teaching (factors such as psychological and social ones). For example, considering factors such as lack of interaction, stress, distraction, lack of internet and other learning resources, feeling of loneliness, etc. The study may develop additional calculations to get other important conclusions for example by gender: male and female.

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USING GUIDED DISCOVERY FOR STRUCTURES

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Abstract

In the most widespread PPP (Presentation-Practice-Production) instructional model to teaching grammatical structures in ELT methodology, the first stage of Presentation is the stage in which the new structures are presented to the students using their prior knowledge, context and meaningful repetition. It is also, generally, where the focus is on the teacher who explains, teaches, describes a certain structure, making it therefore the most teacher-centered of all the stages. In contemporary teaching, and particularly in the online learning context, in which the teacher is not quite able to take the stage the same way as in the traditional classroom, or use a whiteboard to write and explain, student-led clarification of language from a text, also known as guided discovery, is exactly what we can use to eliminate teacher-centeredness and promote student autonomy and student-centeredness, making the students more responsible and taking a more active role in their own progress. Our research aimed at proving this hypothesis, including students from the International Balkan University taking English language courses. The context was particularly important as in this context the PPP is deeply rooted. The results confirmed our assumptions, as to the prevalence of PPP, as well as the student-centered and challenging nature of discovery techniques.

1 Introduction

This paper will present several different aspects of ELT methodology or the presentation of structures, more specifically. It will give a brief overview of the PPP¹⁴ instructional model, along with some of its advantages and disadvantages, as well as look at the best option for the solution of the teacher-centeredness problem of the first, presentation, stage. This solution is in the form of one tenet of inductive learning called guided discovery,

that is a teaching process that encourages learners to work out rules for themselves, with some teacher guidance. The research involved 55 students learning English as a foreign language at International Balkan University in Skopje, North Macedonia. The same grammatical structures were presented to them using both the traditional approach in the form of a teacher-centered presentation as well as the guided discovery, which involves student-led clarification of language from a text.

A survey was then conducted asking the students about both of these approaches and the results confirm the positive attitude students have towards guided discovery, even in situations in which they are introduced to it for the first time.

2 Literature Review

2.1 The PPP Instructional Model

PPP stands for presentation – practice – production and it describes the three-stage model of lesson design that prevails in ELT methodology. It also underpins the sequencing of most published ELT materials [6].

PPP reflects the essential features of the Situational Language Teaching from the 1950s and the 1960s, an approach that, as a result of the reactions against it, led to the contemporary Communicative Language Teaching (CLT) [1].

PPP is also a prime example of deductive learning in which the learners are first presented with rules they then have to apply to certain examples. In a typical sequence, the teacher presents the context and situation for the language and both explains and demonstrates the meaning and form of the target language; this is followed by the students practicing making sentences with the target language before going on to the final stage, that of production [3].

¹⁴ PPP has been called an approach, a method, a procedure, an instructional model, a model of lesson design/lesson model, etc. depending on the author. In our paper, we use each, depending on the

source of quotation or paraphrase. In the survey, however, for easier reference, we used the term *approach* for both.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

Although alternatives to this model have been introduced in recent decades, such as the communicative approach, task-based learning, experiential learning, including some alternative sequencing of teaching elements, such as Jeremy Harmer’s ESA (engage, study, activate) [3], the PPP model has been stubbornly persistent. Even more so, this is in spite of not just alternative models, but many criticisms that have levelled at it.

Scott Thornbury [6] mentions several of those criticisms, the first being that the first two Ps (presentation and practice) receive undue emphasis at the expense of production. A far more serious complaint is that the basic principle of PPP – that language learning can follow a syllabus of pre-selected grammar items – goes directly against SLA research that confirms the natural order hypothesis. Furthermore, its emphasis on presentation, rather than discovery, and on production, rather than comprehension, has also been questioned.

Finally, the first of the three Ps, that of presentation, has been criticized for being too teacher-centered. According to Harmer [2] this is the stage in which the students are introduced to the form, meaning and use of the new piece of language, it is the stage in which they learn the grammar. This presentation is almost exclusively done by the teacher, with almost no involvement from the students, especially if no elicitation is involved.

Our aim was to introduce guided discovery as an alternative to the teacher-centered presentation stage.

2.2 Guided Discovery

In contrast to deductive learning, we have inductive learning, also called discovery learning. Induction is the process of working out rules on the basis of examples and this has recently been promoted as a means of consciousness-raising, wherein it is thought that the mental effort invested by learnings in working out rules for themselves pays dividends in terms of the long-term memory of these rules [6]. Guided discovery is one of the techniques used as part of the inductive learning process, called discovery techniques.

Harmer [2] defines discovery techniques as those where students are given examples of language and told to find out how they work – to discover the grammar rules rather than be told them. They range from exposing the students to the new language some time before it is presented, to asking the students to look at some sentences and say how the meaning is expressed and what the differences are between the sentences.

The two primary advantages of discovery techniques and inductive learning, in general, are that they promote learner autonomy, therefore reducing over-reliance on the teacher, and they reduce teacher-centeredness, therefore increasing student-centeredness.

Guided discovery may, however, take some adjusting to, particularly for students who may prefer a teacher-led presentation and the teacher ‘doing all the work for them’ or, as Harmer calls it, being “spoon-fed” [3]. There might also be students who will object to its being more intellectual and may not suit their learning preferences. Finally, some students may feel it’s too difficult. There is a simple solution to this: gradually wean the students onto it by designing simple tasks to begin with. As a general consensus, it is believed that discovery techniques work better with higher level learners and would prove very difficult for absolute beginners. According to Harmer [3], such discovery techniques can be especially useful when students are looking at the specific target language for the second or third time, although he is confident that there are ways of using discovery techniques at lower levels as well [2].

3 Methodology

The aim of this research was to find out students’ reactions to introducing a change in the way the grammar is presented in their English classes. We felt that the movement to online teaching in the past two semesters already weakened the students’ over-reliance on the teacher and the introduction to student-led clarification would empower students in their learning processes.

Research questions

1. Which of the two approaches to teaching grammar do the students have more experience with and how much experience they have with guided discovery specifically?
2. Which of the two approaches do the students find more motivating, more interesting and more challenging?
3. Which of the two approaches would students choose for most grammar lessons?
4. Which of the two approaches do they find is more suitable for online learning?

Data collection

An online survey using Google forms was conducted, including 55 students taking English as a foreign

language. Their level of English proficiency ranged from B1 to C1.

4 Results

In answering the first research question, the results were both expected and unexpected as it was confirmed that the students had more experience with traditional teacher-led presentations, as can be seen below.

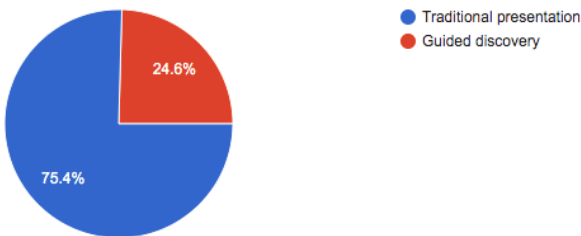


Figure 5 Student experiences with both approaches

What was surprising and encouraging was that there were students who have had previous experience with guided discovery. There was only a small percentage who have never had any experience with it.

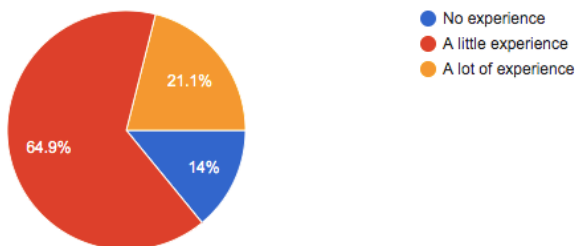
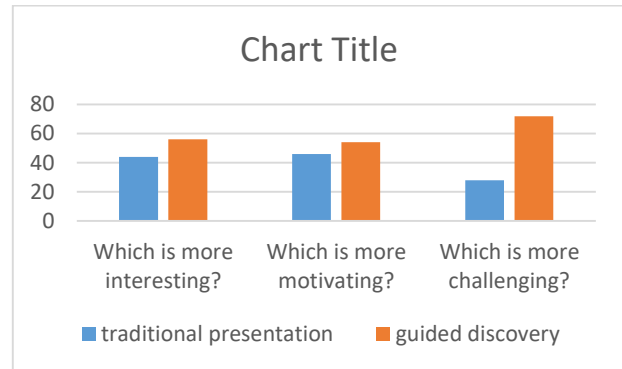
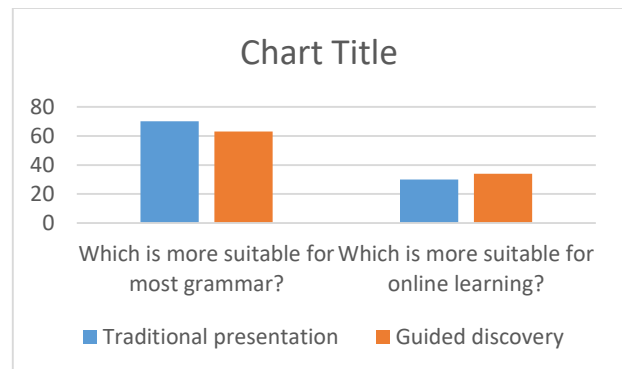


Figure 2 Student experience with guided discovery

In answering the next question, on which of the two approaches the students find more interesting, motivating and challenging, the results showed that guided discovery was the preferred choice for each of these. We found these results to be quite encouraging.



Finally, when it came to choosing one of these for most grammar presentations and for online learning, there was only a slight preference for traditional presentations, more markedly in the question about the suitability of traditional presentations for most grammar. What is



5 Discussion

The survey results clearly show the positive reactions on the part of the students when it comes to using a different way of presenting grammar to them, as most of them found guided discovery to be more interesting and more motivating, albeit more challenging. Based on their comments, it was obvious that it was the challenge that the majority of them found to be a breath of fresh air. Students generally enjoyed being challenged and being allowed to work out the rules of a particular structure on their own. It was also clear, as expected in our context in which the syllabi are almost exclusively grammar-based, that the students experience was also exclusively with teacher-centered presentations of structures. What was surprising and encouraging was the finding that there were some students who had experience with guided discovery.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

An unexpected finding was that, despite the overwhelmingly positive reactions to guided discovery, most students still voted for traditional, teacher-led presentations of grammar in this context of online learning, suggesting that our assumption of online learning having weaned off students of their teacher dependence, was inaccurate.

However, the issue lies deeper than the students being too dependent on teacher-led presentations. It is a larger issue of most of the syllabi, as mentioned previously, persistently being grammar-based, perpetuating the wide use of the PPP approach. Another contributing factor is that the PPP offers a more practical methodology for the teachers, a straightforward step-by-step guide, whereas discovery techniques require more planning and more involvement by the teacher.

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CULTURE AS THE FIFTH LANGUAGE SKILL

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Abstract

In addition to the four language teaching skills as we know them- listening, speaking, writing, and reading – modern teachers should pay more attention to culture, an important fifth component. The purpose of this study is to assess how much information teachers and students share in the classroom setting, regarding culture.

This study takes a quantitative and qualitative approach. First, the results from a Likert Scale questionnaire, surveying 50 students at the Primary School “Ismail Qemali” in Gostivar, North Macedonia are considered. Second, interviews of teachers from a variety of schools in North Macedonia are taken into account. Overall, the results of this study indicate that, though teachers try to provide students with different cultural information, including native culture, there is simply not enough time in a class session to incorporate new materials that are not in the state curriculum. Significantly, participants in the study also indicate opportunities to learn, and teach about foreign cultures from books and digital resources would be welcome.

Given indications teachers spend little time teaching on cultural topics in the classroom setting (and then, only if the books contain activities of that kind). It would seem teachers should be made aware of this issue and whatever steps necessary be taken to adjust curriculum and assignments such that students might achieve higher level of cultural consciousness, perhaps producing greater respect for others and exposing unhelpful prejudices and stereotypes where they exist.

Keywords: culture, new language skill, culture and language teaching, technology, cultural elements.

1 Introduction

When students begin learning a foreign language, teachers start by teaching students the vocabulary. For students, it is crucial learning as many new words, of course, depending on their level of comprehension. Gradually, as students learn how to connect words, and, as they grow up, their vocabulary grows. They meet

difficulties when being presented to new phrases which can only be understood when knowing the cultural setting of the speaker in the book, such as translating idioms or proverbs which do not have a fixed translation in one’s first language.

At this level, acquiring a new language means more than learning new words and some syntax. It means thinking like a foreigner, knowing the background and culture. It becomes important to introduce cultural information to students, not only to make sense of the vocabulary they have memorized, but to aid students in its appropriate usage. As Bilal & Erdogan (2005) put it, “Culture classes do not only help learners enrich vocabulary repertoire but also aid them in using the newly acquired words. Studying culture, a learner becomes familiarized with specific words used in a given context.” (p.80)

In North Macedonia, several foreign languages are taught in the school system (e.g., English, German, and French). At present, English receives priority, being taught from the first grade in every primary school. The English learning books used in North Macedonia, have materials and activities that focus on teaching the four main language skills; however, they also contain some societal and lifestyle information about English-speaking countries. Most of this information pertains to British and American culture, but, at times, worldwide cultural information is included.

Merriam Webster’s dictionary defines culture as “the customary beliefs, social forms, and material traits of a racial, religious, or social group” (1999). Due to the variety in encompasses, cultural learning is complex, but also accessible in numerous forms: experiencing it, meeting new people, relating to their life stories, learning to empathize with people that view and experience life differently.

It should also be mentioned, as Ervin Balla (2017) observes, not everyone talking about culture is talking about the same thing:

“Traditionally the British and American cultures have served as target culture of the curricula of English language, however what the authors imply with culture very frequently

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

is not very clear. Culture may mean with “C” that involves literature, art, music etc., or may mean calendar culture that deals with history, geography and politics etc., or with “c” focused to behavior and social knowledge that people use to interpret the experience.” (p.111)

Because of this, culture as the 5th language skill should involve more than just artistic materials. The main topics that could ignite debates in the class are behavioral and societal topics. Students should be able to compare, argue and defend their arguments. There should be comparisons between native and foreign languages, drawing from cultural materials, included in the curriculum, planned out in such a way that every teacher and student can engage in real world experiences from more than one cultural perspective. Again, from Bilal & Erdogan (2005):

“Incorporated in the curriculum, a culture class would prove to be a vital component of language learning and teaching, since as this study illustrates, it has a great deal to offer to the development of communicative competence as well as other skills in the instruction of any language.” (p.81)

Teachers are arguably in the best position to identify deficiencies in curricula, because they are in the best position to observe what their students are lacking. They are also in a prime position to suggest improvements. Unfortunately, despite this, the Organization for Economic Co-operation and Development (OECD) in 2016 and the European Commission in 2018 notes,

“...North Macedonia’s schools have little autonomy over the curriculum, as (OECD, 2016[21]) and do not benefit from any subject or time flexibility (European Commission, 2018[22]). North Macedonia’s heavy curriculum load and the lack of school autonomy limits teachers’ ability to plan teaching time to be able to check for student understanding and repeat content if necessary.” (p.57)

1.1 Technology in Teaching Culture

At a time, students are used to having online classes and teachers are more adept at using technology in the classroom, incorporating cultural materials is increasingly simple. If they want to watch a video with the students, they just share the link during a videoconference and watch the video together.

Whatever cultural activities might a teacher have in mind, in cooperation with the students, it can be accomplished. A lack of computers, particularly laptops, has been largely addressed and no longer poses the limitations it once did.

The issue now is to have creative teachers who are willing and able to spend more time incorporating and teaching cultural information in their lessons. There are numerous activities that teachers can incorporate in a classroom. As stated by American English (n.d.)

“...in the English classroom, students can read an English-language news story, then watch a video on the same subject matter. Teachers can then quiz the students on not only the content of each story but also the differences and similarities between each story. This encourages students to think across different types of media and understand the strengths and weaknesses of each.” (para.6)

2 Literature Review

When teaching a foreign language, beyond teaching the four main language skills, teachers should have in mind providing information about the cultural context of the foreign language and seek to raise their awareness about the same. There are numerous reasons to present culture in the classroom, which are listed by Thanasoulas (2001):

Culture should be present in schools:

- To help students develop an understanding of the fact that all people exhibit culturally conditioned behaviors.
- To help students develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.
- To help students become more aware of conventional behavior in common situations in the target culture.
- To help students increase their awareness of the cultural connotations of words and phrases in the target language.
- To help students develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
- To help students develop the necessary skills to locate and organize information about the target culture.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

- To stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people.
- To develop students' understanding of their own culture because learning about a culture requires beforehand consideration of students' own culture in relation to another.
- To increase students' reading comprehension and fluency in reading because cultural elements implicitly or explicitly stated in the reading selection can pose serious problems to students.
- To cultivate a degree of intellectual objectivity essential in cross-cultural analyses. (para. 18)

Since access to British and American culture is usually indirect, teachers will need to seek out cultural information to be incorporated. Furthermore, teachers themselves should be informed about culture, as they are in a unique position to bring a little bit of spice to a classroom environment, ignite debates and discussions between students, and keep things interesting to their students.

Some limiting factors provided by Yeganeh & Raeesi (2014, p.535) should also be mentioned:

1. Activities could take up a lot of time in the classroom, this is an issue that concerns teachers;
2. Teacher experience, lack of training and knowledge of the foreign language culture;
3. Identity; presenting only materials of the foreign language culture, and not comparing it with the native culture.

3 Research Methodology

This study assesses and analyzes occurrences of culture taught in the classroom, included the need for students to raise their awareness about the world, their surroundings, and think critically about worldwide issues. The data for this research was collected and analyzed through two research instruments: completed questionnaires from 50 students and interviews of 5 primary school teachers.

3.1 Research Questions

1. "Do teachers share native and foreign cultural information in a classroom setting spontaneously, or only when it is required by the state curriculum?"
2. "Do students agree that culture is important when learning a foreign language, and what kind of classroom activities using technology do the students find interesting to use, to learn about other cultures?"

3.2 Instruments

To investigate further into this topic, two instruments were used for this study. The first instrument was a Likert's scale questionnaire for the students containing 9 questions, and an open-ended question in the end for them to answer. The students were 8th graders, and they expressed their thoughts on culture in a teaching setting, and what kind of internet materials would they like incorporated into their classes to learn more about other cultures. Hence, the students had time to answer whenever they were free to, since it was an online questionnaire, created on a Google Form.

The second instrument was an interview to 5 teachers who shared their thoughts on cultural teaching setting, and the amount of time they spend teaching cultural information to students, be it native or foreign cultures. It was crucial to analyze whether according to the teachers, this kind of information could help students in their critical thinking, and growth. They also gave an insight if they were willing to use technology and incorporate internet materials containing cultural information, into their teaching.

3.3 Participants

The participants of the study were 50 students from the primary school "Ismail Qemali" in Gostivar who responded to the questionnaire. The students were ethnic Albanians in the 8th grade, undifferentiated by gender but including both female and male respondents, between the ages 13 and 14. There were also five English teachers from different schools in Macedonia, who completed the interview.

3.4 Research Results

Results from questionnaire

According to the questionnaire results presented at Table 1, regarding the first question we can see that 42 % of students strongly agree and 46% agree that culture is important when learning a foreign language, instead 12% of the students were neutral. Since the majority agrees, and no student disagrees, this is a significant indicator for teachers, suggesting more cultural information and activities in the classroom setting would seem as relevant by students.

Regarding the issue if student compare their native culture and the English-speaking countries culture, during the English classes, 50% agreed that they did. Hence, 42% of the students agreed that they need to know their native culture first to learn another culture. We know that every student is knowledgeable regarding their own culture, it can't be avoided. However, in this case, what we are hoping to increase is, understanding what others are 'really' saying when they are speaking in another cultural environment, eliminating as much misunderstanding as possible.

Table 1: Student's questionnaire results

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Culture is important when learning a foreign language.	42%	46%	12%	/	/
2. Learning the four language skills (reading, writing, listening, and speaking) is equally important as learning culture.	18%	32%	32%	18%	/
3. use cultural content only from the teaching materials (Book, Workbook etc.)	22%	28%	24%	22%	2%
4. We usually compare our native culture and the English-speaking countries culture, during our English classes.	20%	50%	26%	2%	2%
5. To learn another culture, it is important knowing my native culture first, and then compare.	42%	32%	20%	6%	/
6. When I compare my native culture and the English-speaking countries culture, I am surprised of the similarities or differences, and want to learn more information of this kind.	34%	48%	14%	2%	2%
7. I like learning cultural information related mostly to identity e.g., food, music, people, etc.	34%	40%	22%	4%	/
8. I like learning cultural information related mostly to other aspects of culture such as beliefs, values, and morals.	30%	26%	38%	6%	/
9. I learn more cultural information at home, while browsing the internet, than from the school materials.	24%	36%	22%	2%	/
10. What classroom activities using technology, would you propose to use in these modern times, to learn about other cultures (e.g., digital books, audio, video, games etc.)	Open ended question				

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

This view is important since students from the young age grow by learning about their culture and with time start comparing their native culture, to others.

At school, because teachers abide by the curriculum, cultural materials are used to some extent, however 22 % of the students disagreed that they only use cultural content only from the teaching materials (Book, Workbook etc.). It would be in the interests of students for teachers to include some of the materials their students take steps to supplement elsewhere.

Another important point was to see which aspect of culture the students were more interested in learning about, and 40% of the students agree that they like learning cultural information related mostly to identity e.g., food, music, people, and not other aspects of culture such as beliefs, values, and morals. Six percent of the students disagreed about the same.

To the question whether the students learn more cultural information at home, while browsing the internet, than from the school materials, 36 % agreed, and this should be an additional information for teachers to give more culturally related homework.

Finally, the last item was an open-ended question: **“What classroom activities using technology, would you propose to use in these modern times, to learn about other cultures (e.g., digital books, audio, video, games etc.) “**

P = Participant

P1: I strongly recommend games like Minecraft and Roblox for learning English, books to the new generations are bland and not interesting, most of the non-English speaking population learned English from video games, I also recommend movies if they are teens or preteens, but if they are a child, I recommend cartoons, like Scooby-Doo, Paw patrol, Little Einstein's, Sponge Bob, etc.

P2: I, myself use social media like Tok-tok and YouTube surprisingly you learn a lot about culture if you are in the right side of the Internet, so I would say YouTube is a good platform for learning.

P3: Learning from videos is a great way of learning since visualizing things makes it easier to memorize.

P4: To learn about other cultures, I would propose using digital books and maybe different videos about different cultures. Otherwise, I think browsing the internet and having interest for a certain culture is the best way to learn about other cultures.

While analyzing the participants responses, it is optimistic how they wanted to incorporate cultural activities during their lessons, and how willingly gave options on what kind of activities to incorporate into the teaching setting.

Results from the interview

The second method used for this study was the interview. Five teachers provided their perspectives on culture and its importance in class, also suggesting ways to incorporate more teaching on culture. There were 10 questions in these interviews and the interviews were performed individually.

R=Researcher

P=Participant

Q2: Do you think it is important for the whole school to be in an English-speaking environment (not just the classrooms)?

P5: No because it is important for students to communicate in their native language, so they do not forget it.

P1: Now a days most of the students are almost ready to use English not only in the classroom. So why not.

Q6: Do you use cultural content only if it is required by the state curriculum, or is it introduced spontaneously by you in the teaching materials?

P2: I use cultural contents only if it is required by the state curriculum.

P5: It depends. If there are enough content required by the state curriculum then we do not use extra material. But sometimes yes, we add other teaching materials.

P3: Mostly spontaneously.

Q7: If you use cultural content, is that information related mostly to identity e.g., food, music, people, etc. or other aspects of culture such as beliefs, values, and morals?

P4: It depends on the topic that I explain but is mostly about people, food etc.

P2: It is used in both aspects both with those of value and moral as well as with the ones that are related mostly to identity.

Q8: Have you ever made a comparison between your native culture and the English-speaking

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

countries culture? Can you recall an activity you have used?

P1: E.g., Food customs at ceremonial occasions among Muslims a lamb is slaughtered for Kurban Bayram. At Christmas Eve dinner is traditional to serve a cake with a coin in it. But in English speaking country at Christmas the most popular dish is turkey.

P5: An activity that I often use with my students is the one related to holidays and celebrations. As we know every culture has a lot of holidays and celebrations. First, students brainstorm all the holiday they can think of from all countries around the world. Then, they make a statement that can be either true or false about one holiday. After, students must decide whether the statement was true or false.

Q10: What kind of modern cultural materials would you incorporate in the future into the teaching setting? (e.g., digital books, audio, video, games etc.)

P1: Everything that is necessary because the culture is a strong part of people's lives.

P2: I will try my best teaching students as much cultural materials as I can because I want them to be able to understand the diversity between cultures and learn to respect them.

P4: Audio, video, games, and documentaries.

4 Conclusion

Teaching Culture as the 5th language skill is essential to educate younger generation and raise their awareness about the world, their surroundings, and encourage them to think, debate and agree or disagree with other cultures, but it is of major importance for students to discover how other cultures function.

Regarding the first research question: *“Do teachers share native and foreign cultural information in a classroom setting spontaneously, or only when it is required by the state curriculum?”* Based on the interview results, teachers do share activities and information regarding foreign cultures in the classroom, spontaneously, but sometimes this kind of information is in the textbooks, and they do not add additional materials. This is in agreement with the questionnaire results, where students confirm that teachers sometimes share cultural information spontaneously not only when it is planned by the state curriculum.

Regarding the second research question: *“Do students agree that culture is important when learning a foreign language, and what kind of classroom activities using technology, the students find interesting to use, to learn about other cultures?”*

Teachers have come to an agreement that including culture in a lesson could build up the chance for interaction and diversity in the classroom among students. Successful language learning also means using cultural scenarios, comparisons, and debate questions which emerge from diverse cultural reference points. In addition to everything students agree that culture is important if they can enter in the mind of foreign language culture community. They should be given more homework, read books, watch YouTube, documentaries, movies, listen to songs etc. from that specific culture.

Based on the overall findings there are three important implications for teachers in the findings of this study:

- When planning the cultural classes, teachers should choose interactive materials, in order to incorporate diverse topics in the classroom, but also encourage students to share their opinion and ideas;
- Teachers should not focus only on the foreign culture, and forget the native one, but instead compare both;

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Appendix 1

For students only.

I am conducting a research regarding culture and its usage in your everyday learning. Please click the answer which applies to you. Your identity will remain confidential and anonymous, and every answer will only be used for the purpose of the research.

Thank you for your time.

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Culture is important when learning a foreign language.					
2. Learning the four language skills (reading, writing, listening, and speaking) is equally important as learning culture.					
3. use cultural content only from the teaching materials (Book, Workbook etc.)					
4. We usually compare our native culture and the English-speaking countries culture, during our English classes.					
5. To learn another culture, it is important knowing my native culture first, and then compare.					
6. When I compare my native culture and the English-speaking countries culture, I am surprised of the similarities or differences, and want to learn more information of this kind.					
7. I like learning cultural information related mostly to identity e.g., food, music, people, etc.					

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

8.I like learning cultural information related mostly to other aspects of culture such as beliefs, values, and morals.					
9.I learn more cultural information at home, while browsing the internet, than from the school materials.					
10. What classroom activities using technology, would you propose to use in these modern times, to learn about other cultures (e.g., digital books, audio, video, games etc.)					

Appendix 2

Interview Questions

1. Why do you think that English is taught as a foreign language in schools in North Macedonia?
2. Do you think it is important for the whole school to be in an English-speaking environment (not just the classrooms)?
3. How important is culture in foreign language teaching?
4. What course books do you have experience using? Does it contain enough cultural information?
5. Do you share cultural information about your native country with students, and to what extent?
6. Do you use cultural content only if it is required by the state curriculum, or is it introduced spontaneously by you in the teaching materials?
7. If you use cultural content, is that information related mostly to identity e.g., food, music, people, etc. or other aspects of culture such as beliefs, values, and morals?
8. Have you ever made a comparison between your native culture and the English-speaking countries culture? Can you recall an activity you have used?
9. According to you, how do students react to new cultural information? Are they surprised of the similarities or differences from their native cultural background?
10. What kind of modern cultural materials would you incorporate in the future into the teaching setting? (e.g., digital books, audio, video, games etc.)

THE STORY-BASED AND THE EDUCATIONAL TECHNOLOGY FRAMEWORKS WITHIN A SYLLABUS

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Abstract

The writer of the present paper suggests a syllabus of six teaching hours during which the story-based framework and the educational technology framework are combined and implemented. The basic aim of the syllabus is the development of the lexis of the Greek students of the fourth grade in the subject of the English Language, which is taught as a foreign language at Greek state schools. Apart from the development of vocabulary, the syllabus aims at the improvement of a series of cognitive, metacognitive and affective skills. Therefore, the syllabus revolves around the enhancement of the pupils' language skills, the strategies, their mental and emotional development, self-confidence, motivation, curiosity, imagination and creativity. Moreover, the suggested syllabus has been designed on the basis of the specific learners' characteristics, interests and needs along with the principles of the national curriculum in Greece. During the six teaching hours the EFL teacher adopts an eclectic and holistic approach and thus, takes advantage of the educational benefits of the story-based and the educational technology frameworks so as to meet the basic tenets of designing a syllabus being, simplicity, flexibility, adaptability and availability of resources. Furthermore, he employs a song, puppets, a game and shadow theatre. Finally, the produced teaching materials are hopefully attempted to be attractive and entertaining and are presented at the end of the paper.

1 Introduction

In the present paper the teacher designs a syllabus of six teaching hours, which aims to develop lexis of fourth graders. After the teaching context is presented, the story-based and the educational technology frameworks are discussed thoroughly. In the next section the syllabus components are depicted in detail focusing on the learning aims, the skills and the strategies, which its designer wants the target students to develop. Finally,

the last section includes the teaching materials of the six teaching hours.

2 The Teaching Context

The fourth graders of the State Elementary school of Drama, which is a town in North Greece, are of Greek origin, monolingual and twelve in number, five girls and seven boys. They are classified into the A1 level according to the Common European Framework [1] and they exhibit Gardner's [2] inter-personal and kinaesthetic intelligence. During the learning process they are collaborative and attentive but they lack knowledge of basic lexis. This is because they were taught the English subject only during the last semester of the previous school year. In line with the national curriculum [3] three English teaching hours of forty-five minutes each are included in the weekly timetable. The curriculum revolves around literacy, plurilingualism, multiculturalism and crosscurricularity. The Ministry of Education distributes the Pupil's book and Workbook titled "English, Grade 4th" [4]. Finally, the classroom equipment enables the teacher to exploit Internet sources adequately.

3 The Teaching Frameworks

The suggested syllabus caters for the learners' lack of vocabulary knowledge. Its designer adopts an eclectic approach and thus, integrates the story-based framework and the educational technology along with a song, puppets, a game and drama.

3.1 The Story-Based Framework

The story-based framework is employed for various reasons. Brewster, Ellis & Girard [5] and Mourao [6] refer to the young learners' familiarity with stories from their mother tongue and family. They also remark the holistic aspect of stories, which involve the young learners' cognitive, conceptual, psychological and emotional needs. Moreover, Mattheoudakis, Dvorakova & Láng [7] stress the pedagogical value of stories and the potential of cross curricular links with various subjects. As Fojkar, Skela & Pija Kovač [8] discuss in their study, stories are valuable means of creating an

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

amusing and relaxed atmosphere, providing rich authentic language input and follow-up tasks. Furthermore, Malkina [9] pinpoints that stories incorporate the child's imagination and creativity into the teaching process. She also favours the enrichment of stories with games, songs, chants, rhymes, arts and crafts. Finally, Cameron [10] supports that the thematic structure, the temporal sequence and the anticipation and predictability of events increase learners' intrinsic motivation to be personally involved with stories.

3.2 The Educational Technology Framework

Regarding the educational technology framework, Mattheoudakis, Dvorakova & Láng [7] present the use of digital stories as ideal for teachers who lack confidence in storytelling owing to absence of in-service training. Additionally, Baldassarre & Paiano [11] underline the improvement of traditional narrative skills and the twenty-first century skills through the meaningful language practice which is provided by the digital material. Furthermore, in their case study Alexiou & Yfouli [12] detect the beneficial impact of video materials and animation on further lexis development through exposure to language chunks, which is the ultimate aim of the suggested syllabus. Finally, the benefits of videos including real life context, language with genuine accents and the contribution of the visual stimuli to the comprehension of the verbal messages, motivation, variety and entertainment are elaborated by Kanellopoulou [13].

4 The Syllabus and its Components

Endorsing Zouganeli's [14] discussion about syllabus design, simplicity, flexibility, adaptability and availability of resources are the basic principles of designing the suggested syllabus. Moreover, materials are attractive and entertaining and are based on the specific learners' interests and needs. Along with the development of vocabulary, the syllabus aims at the improvement of language skills and strategies. Receptive skills are practiced before the production skills and features of multiple intelligences [2] are catered for throughout the suggested syllabus. Finally, the designer is concerned with the development of the young learners' whole personality. Thus, their mental and emotional development, self-confidence, motivation, curiosity, imagination and creativity are crucial parameters of the syllabus.

Specifically, in Lesson 1 (see Section 5) after the semantic category of food is brainstormed through

pictures, the learners practice intonation and the listening skill while listening to the song, which introduces the story, viewed later in Lesson 3. In addition, the video subtitles urge them to practice silent reading, which minimises the shy learners' anxiety to read aloud and increases their reading rate [15]. The cognitive skill of sequencing is practised when they number the lyrics of the song, which aid them to practise the speaking skill as they sing it. The song is combined with art [9] while they draw healthy and unhealthy food and consolidation of lexis is secured through the guided speaking activity. All in all, according to Williams [16], the song introduces language at discourse level and creates a supportive and non-threatening learning environment.

At the beginning of Lesson 2 (see Section 5), listening to the song enhances the learners' long-term memory and a model song is provided so that the learners will produce appropriate language output in order to create their own song. The teacher designs meaningful and purposeful activities within a joyful context and gives them the opportunity to express their preferences and become active participants through social interaction [16]. Their creativity, imagination, musical intelligence and artistic skills are promoted, too. Lastly, voting for the best song is an alternative way to assess themselves and their peers [17].

The digital story "Country Mouse and City Mouse" viewed in Lesson 3 has been chosen because not only does it meet the learners' age, linguistic, cognitive, conceptual and emotional needs [14] but also, based on Ellis & Brewster's [18] criteria, because its plot is humorous and clear, the characters are attractive and the cultural context is familiar. As Orosz [19] claims, the systematic recycling of lexis facilitates memorisation and long term retention. In her research she proves the effect of vocabulary size on learners' reading skills and language development. Except for the above, the selection of the specific video is based on Arcario's [20] criteria of comprehensibility, the density and the speech delivery, appropriacy of content, the contribution of the visual clues and subtitles to the text comprehension and the video length. Finally, the technique of active viewing is implemented in accordance with the holistic approach of language teaching, after the principles of the Gestalt theory [13].

Having watched the story the learners are employed in follow-up activities during which the four language skills are integrated. The development of their social skills occurs since they practise the social language spoken by the story characters through the use of

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puppets. In this case language is explored in a safe and humorous manner and the learners' talk and engagement are increased in class. As Symeonidou [21] comments, interaction with puppets creates a fascinating imaginary world and resembles children's rehearsing dialogues with their toys. Learners are involved visually, orally and kinaesthetically and errors are perceived to be made by the puppets and not the learners themselves [22]. Additionally, spelling and lexis consolidation is aimed while they write any story words they like on the figures of the story characters. Furthermore, the imitation of animal sounds assists them to make strong memory associations in a funny way. In the last activity the learners encounter discourse organization in sentence level and realise the moral of the story.

In Lesson 4 (see Section 5) the task-based activity of a game is exploited. Firstly, the learners brainstorm lexis and practise spelling in order to create their game cards. Then, they develop their communicative competence and consolidate lexis in a contextualised environment [23] while they play the communication game in groups of three. The lexical approach is evident because they acquire lexical chunks and become fluent with no worry about the structure. Strategic competence is further exercised as their successful participation in the game presupposes asking for repetition, clarification, speech initiation and turn negotiation (ibid.).

At the beginning of Lesson 5, the digital story functions as the model text the learners will follow to create their own story. According to Gass' [24] elaboration on Interactionism, learners need to engage in post-listening tasks and language-related activities in which they talk and write about what they have listened to. Their participation in story telling is a key parameter [7]. The learners channel their imagination and creativity and express their ideas about the plot of the story. Consequently, higher-level processes, their world knowledge, experience and beliefs are incorporated [25]. Parallelism, alliteration, contrast, metaphor, narrative and dialogue are the possible uses of language that the learners can practice, as Cameron [10] argues. Having the role of the facilitator and mediator, the teacher writes the story on the board. Half of the students copy the story on a cardboard and the rest of them stick their illustrations on it.

During the last lesson (see Section 5) the multi sensory drama-based approach is implemented. Counting on Symeonidou's research [21], the shadow theatre transforms the artificial world of the classroom into an arena where communication skills along with non-verbal means of expression are unveiled. The focus is on

the process and thus, the learners experience ways of learning how to learn, how to act and how to collaborate with peers. Young learners become self-reliant, self-taught and self-developing and their confidence, responsibility, motivation and group working skills are increased. Language is personalised and becomes more meaningful and memorable. Finally, the audience's energy contributes to the shape of the experience as much as the performers' since their relationship is purely bidirectional (ibid.).

5 The Teaching Materials

Lesson 1

Activity 1: Look at the following pictures. What food can you see?



International Conference on Social Sciences and Humanities (IBU-ICSSH21)

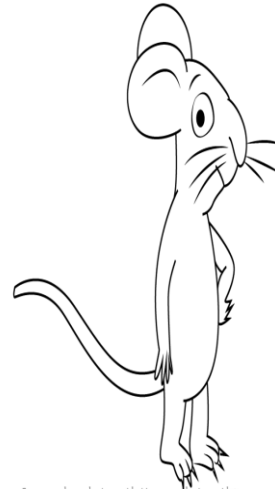
Activity 2: Listen to the [song](#) twice (00:00-00:53).

Activity 3: In pairs put the lyrics of the song into the correct order.

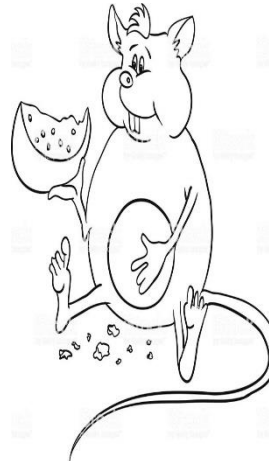
- __1__ City Mouse, what do you like?
- ___ Country Mouse, what do you like?
- ___ cake, cake, cake
- ___ rice, rice, rice
- ___ pies, pies
- ___ beans, beans
- ___ I like cake
- ___ I like rice
- ___ I like pies
- ___ I like beans

Activity 4: Sing the song (00:00-00:53).

Activity 5: Draw healthy food in the thin mouse and unhealthy food in the fat mouse.



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Activity 6: In pairs talk about the food you like and don't like to eat.

Example: Student A: *What food do you like?*

Student B: *I like pizza but I don't like cheese.*

Lesson 2

Activity 1: Listen to the [song](#) twice (00:00-00:53).

Activity 2: In pairs write a song about the food you both like.

Activity 3: In pairs think of the melody of your song and sing it.

Activity 4: Pairs sing their songs in the classroom. Which song do you like the most? Vote for it!

Lesson 3

Activity 1: Watch the story "[Country Mouse and City Mouse](#)". (00:54-05:45).

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

Activity 2: Work in pairs. One student welcomes the Country Mouse or the City Mouse in the classroom.

Example: Student: *Hello, my name is Welcome to our classroom!*

Mouse: *Thank you,! Nice to meet you!*

Student: *Nice to meet you, too! Bye!*

Activity 3: In pairs write some words you like from the story in the Country Mouse and the City Mouse.

Activity 4: Work in pairs. One student says animals and the partner says their sounds.

Example: Student A: *cat*

Student B: *Miaow! Miaow!*

Activity 5: In pairs write the words of the proverbs into the correct order.

a. home!, Home, sweet

b. no, home!, place, There's, like

c. man's, A, is, castle., his, home

Lesson 4

Activity 1: Write an animal or food above the line of the card. Then, write three words which describe the first word below the line of the card. Make five cards.

Activity 2: Play the game in groups of three. In turn each student makes sentences with the three words below the line of her/his card and the other two students guess the word above the line of the card. The student who guesses the word first wins the card. The student who wins the most cards is the winner of the game!

Lesson 5

Activity 1: Watch the story "[Country Mouse and City Mouse](#)". (00:54-05:45).

Activity 2: Imagine three scenes of the story "The fat bear and the thin bear". Tell your ideas to your teacher. Your teacher writes the story on the board.

Activity 3: Group A copies the three scenes of the story on a cardboard. Group B draws some pictures of the story and stick them on the cardboard.

Lesson 6

Activity 1: In turn three pairs act out the three scenes of the story "The fat bear and the thin bear" in the shadow theatre. The other three pairs act out the story for a second time.

5 Conclusion

Within the framework of teaching English as a foreign language the writer has attempted to design a syllabus on the basis of an eclectic approach. Thus, the designer has employed the story-based and the educational technology frameworks along with a song, puppets, a game and shadow theatre. Apart from the development of lexis, the syllabus has revolved around the involvement of the personality of the selected group of learners.

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HIGH SCHOOLS STUDENTS' VIEWS ABOUT THE TEACHING PROFESSION

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Abstract

In its essence, the teaching profession is one of those professions that have high social responsibility. The school and teachers as dominant carriers of educational work in almost 20 years of the lives of children and young people continually affect their development. They participate in the creation of active citizenship, social cohesion, social integration and inclusion in a systematized, planned and organized manner. They participate in the development of each individual and in the development of the society in which they live.

Like all other professions, the teaching profession has arisen as a result of the division of labor and its continuous development is influenced by social, economic, technological and scientific factors. Science and practice have shown that the teaching profession is not attractive to young people for many reasons. For these reasons, we conducted a survey about high school students' views (students from the fourth year) for the teaching profession. Their views on the teaching profession were perceived through the answer to the following questions: why is it good to be a teacher, what high school students mean by the syntagma - good teacher, and why on the other hand they don't want to be teachers. The survey covered 150 students in the fourth year in secondary schools in Macedonia. The research was conducted in the 2018/19 school year. The results of the research served to see if and how much the teaching profession is desired by the future academic citizens of Macedonia.

Keywords: interest; attractiveness; advantages; disadvantages; teachers

1 Introduction

The teacher is a person with great responsibility and at the same time with great power. The responsibility and power lies in the preparation of young people who should be built into responsible, principled, committed citizens of our society. The teacher had that opportunity to be the constructor of the society. Hence the requirements that must be met by a person who would carry the title - teacher. The teacher is the one who

knows and learns, the one who can, the one who inspires [5]. The teacher should be professional, which means to know the subject he teaches, but also to be interested in the latest knowledge in his field. He should know his students and be fully committed to achieving development and success in his students. It is of great importance for the teacher to have developed an analytical, imaginative and reflective cognitive style. It is necessary to have independence in thinking, judging and solving problems [6] Building a teacher's personality is a long process.

A key segment in entering and choosing the teaching profession is the motivation of the person. Numerous studies indicate that the teacher's motivation for choosing a profession is an important determinant of the success of the teacher, his students and the school as a whole (cited in [7]).

Motivation can be: intrinsic (love of teaching, interest in the subject), extrinsic (secure work, salary, vacation and leisure) and altruistic (serving children and society). (cited in [7]). The relevant researches show the motives for which the teachers chose this profession. And the results of our research touch on the motivation of high school students to choose the teaching profession.

2 The Teaching Profession in the European Educational Context

The first step in building a teacher profile is the initial education of teachers. Initial teacher education requires a lot of commitment, because students - future teachers are both students and teachers. Namely, students are supported in learning how to teach and how to support students in how to learn. All students have the right to be taught by highly qualified professionals and that is why the selection of candidates in the teaching profession and their preparation during the initial education is very important [3]. Key priorities in the preparation for the teaching profession are: to enable teachers to acquire basic teaching competencies in order to perform their work satisfactorily from the very beginning of their career; teachers need to be prepared for situations where they will have to learn and upgrade on their own, as well as be prepared to respond critically

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to innovation requests (According to Hagger and McIntyre 2006, cited in [3].

Upon completion of initial teacher education, in some of the education systems in Europe (20 systems) teachers are considered fully qualified, while in some education systems in Europe (23 systems) graduates must meet additional requirements to be considered for fully qualified [4].

Macedonia belongs to the group of countries (together with Germany, Croatia, Romania, Slovenia, Bosnia and Herzegovina, Montenegro and Serbia), where after the expiration of the integration program (In Macedonia one-year internship), novice teachers have to pass a professional exam [4]. Of course, building a quality teacher does not end here, these are just the basics of the teaching figure, which of course should be a solid foundation on which through professional development and upgrading will build the personality of a quality teacher.

Continuing professional development of teachers is mandatory in almost half of the education systems in Europe [4]. In Macedonia, too, the continuous professional development of primary school teachers is mandatory. Fully qualified teachers have the opportunity to obtain a permanent contract in all European education systems [4].

One of the significant challenges facing the teaching profession in Europe is the attractiveness of the profession as well as retaining students until the end of their studies and their successful inclusion in the teaching profession. In Macedonia (which is together in the group of countries Cyprus, Poland, Portugal, Slovenia, United Kingdom - Northern Ireland and Serbia) there is no shortage of teachers and the main challenge is the increased supply [4].

3 Research for the Teaching Profession

Research on interest in the teaching profession has been present for a long time and these researches are widespread worldwide. In the research What motivates people to become teachers [1], motives are shown that led people to get involved in the teaching profession. These authors analyzing old research more than 35 years ago (research of Joseph and Green, 1986), list the following reasons for involvement in the teaching profession: working with people, or with young people; continuing the inclusion within the educational

environment; to be of service; material gain and security; temporal compatibility, especially for young people who want to combine a career with family and raising children; the desire for creativity; the ability to influence others (not only students but also other teachers, parents); psychological motives such as: need and desire for authority, need for love given by children, as well as the need to entertain other people [1].

The available studies that touch the subject and are aimed at understanding the motivation for the teaching profession is mainly aimed at participants who have already chosen this profession (students of teachers colleges). In our paper, the interest is focused on the high school population who should make their choice to continue at a higher education institution or to enter the labor market. Which means that in our research we have those respondents who might not choose the profession of teacher and who give us an answer why they do not want to choose this profession. However, the researches already conducted among the students (for the choice that they made for the teaching profession) are useful, because we can compare the motivational factors that drive both groups of respondents.

The research given in the text below takes motivation as one of the most important factors for choosing the teaching profession.

In the research Motivation for the teaching profession by the author N. Angeleska A comparative overview of the attitudes of the students from the teaching faculties from Macedonia and Slovenia is given for their motivation for the teaching profession. The research covered 278 students from the first year of studies in the academic year 2012/13 The results of the research showed that both Macedonian and Slovenian students had two main motivators: working with children and intrinsic career value. Both groups of students agree that no one persuaded them to study for teachers and that the teaching profession is poorly paid. Both groups of students the last three motivators that list are: secure work, career transferability and a second career choice. From the students' answers about which motivational factor they prefer (according to the ranking of motivational factors: time for family, social contribution, laziness) it was concluded that Macedonian students are more family-oriented and more socially inclined to contribute, but on the other hand and more lazy compared to the teachers from Slovenia [2].

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Motivation as a factor for choosing the profession of teacher is seen in the work of Simić - Motivation for choosing the profession of teacher - perspective of future teachers, trainees and experienced subject teachers. Respondents included in this research are students from teaching faculties, trainees and subject teachers who have more than five years of work experience. Nine categories of motivational factors have been identified: working with young people (as the most common motivational factor), influencing students, working with the subject and science, teaching, teacher/parent as an example, lifelong learning, working hours and vacations, matching skills and reputation - a job that others value (which is the least prominent motivating factor).

4 Methodology

Numerous publications aimed at researching the interest in the teaching profession cover the opinions of students enrolled in teaching faculties. Our paper aimed to examine the opinions / attitudes of high school students (final year of their high school education) about the teaching profession. In fact, we considered the opinions / attitudes of the high school students about the teaching profession to be crucial for making a decision to continue their education at one of the teaching faculties. The research was conducted in the academic year 2018/19 on a sample of 150 students in the fourth year of high schools in six cities in Macedonia (Gevgelija, Delchevo, Strumica, Kavadarci, Veles, Kocani and Stip). With the help of a survey questionnaire we wanted to get answers to several questions: Why is it good to be a teacher?; What do high school students mean by the phrase - a good teacher; Would high school students in the final (fourth) year of their high school education want to be teachers; For what reasons do they not want to be teachers? The questions in the survey were open-ended

The results of the research will be used to see how desirable the teaching profession is among the future academic citizens of Macedonia.

5 Results and Discussion

In the research, we first wanted to see what motivates high school students to choose the teaching profession, so we asked the open-ended question. Why is it good to be a teacher? The answers of the respondents are shown in Table 1.

Table 1. Why it is good to be a teacher

Basic word/syntax	Frequency	Percent	Related words
Teach	96	64%	You transmit knowledge You share You give directions Giving the basis Construction Upgrading Showing the true path Young people are being educated
Work with children	34	23%	You feel young all your life A time filled with play and laughter Daily socializing with children makes work interesting You are aware of what is happening to the younger generations You are reminded of your childhood Full of love when

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

			working with children Providing unreserved support Child care
Organization of working hours and responsibilities	11	7%	Excursions Free summer and winter vacation Free for holidays Saturday and Sunday at home with family
Continuous personal and professional development	7	5 %	You educate yourself all your life
Enjoys respect	2	1%	Respect from all
Total	150	100 %	

Most of the respondents cite teaching as the biggest motivation for choosing the teaching profession. Through this profession they will have the opportunity to give knowledge to students, to share their knowledge with them, to show them the right path, to educate future generations who are the future of society.

Some of the students' answers that state this motivating factor are: the teacher is the person who educates future generations; there is nothing more beautiful in the world than the feeling of being the one to bring knowledge and change into a child's life; you have the opportunity to pass on your knowledge to others.

The second most frequently mentioned motivational factor among the respondents is working with children. When working with children the teacher is full of love, always feels young, it reminds him/her of childhood.

Some of the answers of the respondents, who state this motivating factor for choosing the teaching profession are: you are aware of what is happening to the younger generations; you work with small children and time is full of play and laughter; teachers are full of love when they work with children.

The third motive stated by the respondents for which they would choose the teaching profession is the organization of working hours and responsibilities such as the use of summer and winter holidays, non-work during the holidays, more free time to spend with family, excursions that are organized.

The fourth motive is the possibility and the need for continuous personal and professional development. The teaching profession itself requires teachers to be up to date with all the innovations in the scientific field, methods, work techniques, technology and that is what some of the respondents point out as a motivating factor that leads them to choose this profession.

The respect that is enjoyed with this profession in the society is the fifth motive that is least mentioned among the respondents as a factor because of which they would decide to choose this profession.

We note that these motivational factors are mentioned in the previous part in the relevant research, with the fact that in the research in Serbia the first most common motivating factor is working with children, while in our research in the first place is the opportunity to teach and transfer knowledge, and the second factor is work with children.

In the continuation of our research we wanted to see the opinion of the respondents about what they mean by the phrase good teacher. The question was also asked in an open type. Table 2 shows the answers of the respondents.

Table 2. What do you mean by a good teacher?

Basic word/syntagm	Frequency	Percent	Related words
Can transmit knowledge	72	48%	It explains the contents nicely Knows well to transfer knowledge to others Explain and narrate in a correct and easy way To be able to transfer his knowledge

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

			Be creative Understand him when he teaches To learn in class Creatively organizes the class
Relationship with students	65	43%	Tolerant Understands students Gets along well with students Knows how to communicate with students To be friends with students Be friendly To be able to listen to you Not to divide the children, to pay attention to everyone Have the patience to work with children To help students overcome difficulties To motivate
Has knowledge	13	9%	Be an expert in his field Intelligent
Total	150	100%	

The first characteristic that the respondents associate with a good teacher is his skill and ability to transfer his knowledge to the students. Most of the respondents

associate a good teacher with a person who knows how to explain the content well, a person who will be creative, from whom students can learn in the class..

Some of the answers of the respondents about what they mean by the term good teacher are: To explain the complex things in a simple way, to manage to keep the students active and interested, to hold the classes in a unique way, Who knows how to attract the attention of all the students.

For the respondents, the relationship that the teacher has with the students is no less important, ie according to the respondents, a good teacher is the teacher who is tolerant, who helps the students to overcome the difficulties, who has patience to work with children.

Some of the answers of the respondents, that connect the good teacher with the relationship he has with the students are the following: Pays attention to each student, Sees the school as a school for all children, has a friendly approach to children, is always open to both children and parents, advocates for each student individually, a teacher who is polite and patient.

Because in the research the high school students were randomly selected, at the end of the research we asked the question why the respondents do not want to be teachers. The answers we received to this question are shown in Table 3.

Table 3. Why you don't want to be a teacher

Basic word/syntagm	Frequency	Percent	Related words
Work with children	52	35%	I have no patience I have no desire to work with children Student indiscipline Responsibility to students I'm nervous I can not repeat the

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

			same thing several times I do not want to review tests, essays ... Hard work
Salary	25	17%	Small salary
The profession is not respected	12	8%	Less respected profession The profession is not taken seriously, the teachers are ridiculed
Total	89	60%	

Most of the surveyed high school students state that they do not want / can not work with children and that is why they do not want to be teachers. Some of the answers of the respondents are: It is difficult to deal with today's youth, I have no patience, It is a great responsibility to work with children.

The second most frequently mentioned reason why the respondents do not want to choose this profession is the low salary.

Disrespect for the profession of teacher is the third reason mentioned by the respondents because they do not want to be teachers.

6 Conclusion

To be a teacher means to take on a very responsible role in society, whose responsibility and outcomes are not visible at the moment, but are felt for a long time and felt by the whole society. The results of the research show that it is very important for the teacher to be able to transfer his knowledge to the students, they (respondents) give great importance to this ability so that someone can get the adjective good for his title teacher. It is also very important for the teacher to have a tolerant, patient and equal attitude towards all children. Some of the respondents would enter the teaching profession to transfer their knowledge to children and to guide children on the right path, and of course because

they want to work with children. Working with children is also a reason given by respondents who do not want to be teachers. They think that they can not work with children, they do not have patience and they think that this work is responsible and does not attract them. Low salaries and disrespect for the teaching profession are also mentioned as factors that make high school students reluctant to choose the teaching profession.

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OUTDOOR ACTIVITIES AND THEIR IMPORTANCE FOR PROPER DEVELOPMENT OF CHILDREN - SPECIAL REVIEW OF THE PANDEMIC SITUATION

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Abstract

Play, and especially outdoor play, is essential for the overall development of children. Through outdoor play, they learn, get to know the world around them, socialize, learn and understand their strengths and abilities, develop imagination and enjoy the environment around them. Knowledge of the environment, as well as natural social processes, introduces the child to the perception and understanding of relationships in the immediate environment, helps the development of children's thinking and other psychic functions and enriches children's vocabulary, necessary for good and clear communication with their environment.

Staying outdoors contributes at the same time for both mental and physical well – being, contribute for positive engagement, better revitalization, decrease of tension, confusion, anger and depression; greater enjoyment, cognitive functioning, better sleep and improvement of individual well – being.

Social media also have their impact on today's children lives. Just sitting in front of a computer or another electronic medium reduces physical activity and leads to sedentary behavior of children. This should be especially emphasized and practiced especially today, in the new living conditions, when we have limited opportunities for unimpeded movement due to health protocols imposed by the pandemic, which in itself has led to increased use of electronic media in children's leisure time.

Therefore, a good combination of indoor study time for a successful career and outdoor physical activity to stay healthy is important for a child's development and growth.

Keywords: outdoor activity; children; development; medium impact; pandemic;

1 The Importance of the External Environment for the Development of Children

The idea that education should be given in nature dates back to Aristotle and Plato. Years later, philosophers and scientists (including Rousseau, Locke, Schelling, Froebel, Basedow and Pestalozzi) have emphasized that children should frequently be given an opportunity to be in nature. Research shows that „direct ongoing experiences of nature in relatively familiar settings remains a vital source for children's physical, emotional and intellectual development“[12]. Proximity and daily exposure to natural settings increase children's ability to focus and enhances cognitive [12]

From an early age, the child shows interest and curiosity towards the objects and phenomena that surround him. At the beginning, he manifests his interest in his immediate environment (family, home), and later in the wider natural and social environment (his surroundings, the street, the park, the nearest forest, etc.). Gradual acquaintance with these phenomena is of great importance for building a versatile developed creative personality [15].

In order for the child to function normally and successfully in a certain environment, he must have a good understanding of nature and society around him, the relations and laws in nature, space, phenomena and forces that nature has over man, etc. Interaction with nature is of great importance for child development and outdoor play spaces support this interaction [12]. In order for preschool children to have a good understanding of the environment around them, they must understand the notions of the natural environment. Knowledge of the environment, and thus natural and social phenomena and processes, allows the child to perceive and understand the relationships in the immediate environment, promotes the development of children's thinking and other psychic functions, and enriches children's vocabulary [1].

The child should explore his environment as independently as possible, to observe and perform

simple experiments, to generalize, to actively participate in various social events, to develop and nurture a responsible attitude towards nature, others and oneself.

The very stay in nature enables the child to form and develop certain social forms of behavior and habits. The child is in a situation to develop and adopt ways through which knowledge is obtained and on the basis of which further appropriate cognitive activities and ways of thinking will be developed. In this way, the child will more easily understand the relationship between living beings, between living beings and the immediate environment, social phenomena and processes, by identifying those qualities, connections and relations that are characteristic and important for perceiving the broader laws that govern them.

The child should develop thinking activities that develop cognitive abilities and come to knowledge that can be further applied. It needs to structure the ideas about its environment as accurately as possible, to use knowledge and to solve various problem situations, to see the cause-and-effect relations between the objects and the phenomena in the environment [1].

Outdoor play spaces and activities conducted in these areas can enable children to make effective use of time both physically and mentally if the activities are designed in accordance with their age, development, interests and needs [12].

2 The Benefits of Being Outdoors

It is considered that "the natural environment is primary, and thus the most adequate source of knowledge and environment that is conducive to performing a variety of pedagogical activity." [14]

Outdoor environments are important in that, that they provide children with opportunities to get to know themselves and their environment through their senses [12]. They improve children's skills for sharing their knowledge, expressing their feelings and making their own decisions without asking for help, which make them more successful in their lives. They also offer learning environments for experiments, discoveries and research. Children learn freely and have fun in a healthy environment, incorporating nature and stimulating all the senses. Using learning material without any teacher restriction can increase creativity and understanding in the early stage of child development [12]. They discover themselves and their abilities while playing freely [12]. Linguistic abilities, cognitive skills including inference, planning, observation, recognition and making decision and motor skills including coordination, endurance and

balance become better as a result of interactions with nature. In addition, antisocial behaviors decrease and cooperation, solidarity, agreement and conflict solving skills are enhanced [12].

The very presence in nature offers children countless opportunities for games. Every activity they perform outdoors contributes to the physical development of their body. Compared to indoor games, children are much more active outside, thus consuming more energy, calories and being in better shape. Exposure to the sun allows greater absorption of vitamin D, which is important for strengthening the immune system. In addition, interacting with nature and outdoor games involve more movement than lying at home. This in itself contributes to the development of the spine, muscles, increases blood circulation, which is beneficial for the overall development of the youngest.

Awakens curiosity and develops creativity. The outdoor environment offers unique stimulus that capture children's attention and interest. Sticks, rocks, flowers, soil, water, etc., are explored with curiosity and drive to learn, as they offer countless possibilities for play. As White²⁷ states, natural elements are open-ended materials, that can respond to children's imagination and needs. In this process of reinvention and assigning new meaning to objects (e.g. a stick can be a boat or a pen), it is possible to mobilize skills related to divergent thinking, creativity, problem solving, among others. The use of natural elements in children's play also creates a more sustainable strategy in what concerns resources provision. Natural elements are easy to find, cheap and they do not offer the limited options that commercial toys do [2].

Increases levels of happiness. The very presence in the open air in nature contributes to our well-being. The children themselves, when in a natural environment, felt free, happier, more active and free to do all the things they could not do indoors. A study conducted in Portugal showed that when playing outdoors, there were fewer conflict situations between children than when playing indoors. It has also been found that children when in nature are more willing to cooperate with each other, develop common goals and strengthen friendships [2].

Improves attention span. When outdoors, children are more likely to release energy, which is especially important for children who are hyperactive or have ADHD. Not only do children who radiate energy in nature find it easier to release that energy in nature, but they also find it easier to calm down. They have the

opportunity to focus their attention on something they never have the opportunity to do indoors, such as playing in the sand, digging holes in the ground, jumping in puddles, watching insects, and so on.

At the same time in this process of cooperation children are able to more easily understand the feelings and needs of others and develop empathy. Perhaps what is more important is that children in the open space have the opportunity to decide for themselves whether to play individually, but also at what point they are ready to interact with other children. It is less stressful for them than when they are indoors, in playgrounds when they have to be next to each other, whether they like it or not.

Gives children new perspectives. Studies show [8] that children can conceive outdoor games much faster and more creatively than on flat, concrete playgrounds, and that they solve challenges and problems in a more innovative way, achieving better academic success in schools that use learning outdoor and other various forms of outdoor learning, based on experiential education. Social inclusion itself, regardless of gender, race, class or intellectual ability, takes place more easily in a natural environment.

Furthermore, according to National Public Radio (NPR), imaginative play helps kids develop an emotional skill called executive function, which is the ability to self-regulate and monitor impulses.

The exploration of natural elements is also important to capture children's attention to the richness and diversity of Nature. The sense of discovery and fascination influences meaningful learning and allows for the development of an emotional connection towards the environment. If we assume that attitudes of respect and care are more likely to emerge regarding something that is dear to us, than it is crucial to promote a sense of belonging and familiarity towards Nature from an early age to facilitate ecological and sustainable behaviors along life. [8]

3 The Influence of Modern Society on the Awareness of the Need to be in Nature

The time we live in and the trends that follow globalization and urbanization leave less and less time to spend less quality with children. On the other hand, excessive urbanization, heavy traffic also brings the fear of injury, which may be one of the reasons why today's children are less and less out. It often happens that parents take their children more often to shopping malls

and playgrounds, instead of in nature. The excuse for such behavior is usually lack of time, but also fear of various diseases and dangers from outdoor games.

In larger cities, this can be a problem, and frequent and regular carrying of children to parks and / or playgrounds does not always mean exposure to clean, fresh air. Problems with allergies, asthma and other diseases in children are common in children living in urban areas. This can be another reason why young children should be taken to nature and encouraged to do activities in nature.

The term "nature deficit" is used to describe the lack of opportunities for children to connect with the natural environment and suggests that today creates children who are closed to the natural urge to be in the outside world and who spend most of their time spend it indoors in their homes occupied with entertainment offered by state-of-the-art technology, in front of TV screens, tablets and mobile phones [8] This is indicated by Richard Love in his work "The Last Child in the Forest", where he has collected and presented a number of studies that show that direct exposure to nature is essential for a healthy physical and emotional development of the child. It refers to the emergence of a generation of children who are so closed in that electronic entertainment to have completely lost touch with the world and nature, a generation of children who due to lack of nature in their lives have more frequent behavioral disorders and depression. At the same time, he analyzes research that shows that direct exposure to the external environment is important for healthy childhood development, as well as for the emotional and physical health of the youngest.

In fact, a study published in The Journal of the American Medical Association (JAMA) Pediatrics found that half of preschoolers don't get outside every day. This was, for the most part, because parents work long hours and don't feel they have the time to take their kids to the park on a regular basis. Researchers recommend that childcare providers offer children plenty of outdoor play—the recommendation was pointed at childcare because the kids who were studied were not yet in school. Because many children of all ages don't receive the outdoor physical activity they need, they also miss out on the numerous benefits of nature [11].

4 The Influence of the Media

In today's era of globalization and technological revolution, modern tablets, smartphones, and computers are used on a daily basis. It is hard to imagine a family

that does not have at least one computer or laptop in their home today. There are numerous findings that suggest that computer games may improve cognitive, emotional, and social development. There are a variety of sites that contain tasks and activities that are tailored to each child. The positive side of this technology is that the child can find content at any time, such as cartoons, games that can keep their attention. Various studies show the positive impact of computer games on children because they improve reflexive memory, develop a sense of initiative, approach and logic [6]. However, of course if used sparingly by children and young people. Otherwise, they have a number of consequences for the development of children.

Just sitting in front of a computer reduces physical activity and leads to sedentary behavior of children. There are studies [5] that state that children aged 4-15 watch TV for an average of about 20 hours per week. There is also an increase in the carrying of children to school by car. Another study by the American Pediatric Association in 1999 found that children spend an average of 6 hours and 32 minutes daily on one of the various media [5].

The results show that long sitting in front of one of the media leads to a decrease in physical activity in children, and thus to an increase in obesity in children. The mechanisms of action of the media on the level of activity and obesity in children can be multifaceted, starting from the extended period of inactivity, additional calorie intake while watching TV, then through latent and prolonged action of advertisements for unhealthy and caloric food. [5].

Screens and the amount of time your child spends engaging with a device is a key reason why outdoor time should be a scheduled activity. "Scheduling time to actively play outdoors sets a natural limit on the amount of time your child can spend with a device (such as TV, smartphone or video game)," says Dr. Lockwood, a pediatrician at Children's Hospital of Philadelphia. "It promotes active engagement with their peers and the natural environment, and helps them develop respect for the world and consideration for others around them." Replacing some recreational screen time with outdoor play also helps reduce the risks of a sedentary lifestyle [7].

The last year, with the proclamation of the global pandemic and the introduction of health protocols, restricting movement and reducing social contacts, has further contributed to the increase in the use of electronic media. For many, being online quickly

became the only way to play, socialize and learn. Research shows that social media and video games provide temporary escape from real life and offer valuable social engagement.

"While technology and digital solutions provide significant opportunities to keep children learning, entertained and connected, these same tools may also increase their exposure to a myriad of risks. Even before the pandemic, online sexual exploitation, harmful content, misinformation and cyberbullying all threatened children's rights, safety and mental wellbeing.

At the same time, concern is mounting for children's physical and emotional health, with some evidence suggesting that. As the pandemic enters its second year, there's no doubt that the Internet and technology will continue to play an elevated role in the lives of millions of children.

5 The Pandemic Situation

Global [4] movement behavior guidelines [13] recommend that preschool children (aged 3-4 years) accumulate at least 180 min physical activity, engage in no more than 1 h sedentary screen time, and have 10-13 h good-quality sleep per day. For school-age children and adolescents (5-17 years), the recommendations are to participate in at least 60 min moderate-intensity to vigorous-intensity physical activity, engage in no more than 2 h sedentary recreational screen time, and have 9-11 h good-quality sleep each day.

Children typically obtain their daily physical activity through active travel to school; physical education and recess; organized sports, games, and dance; active play; and spending time in playgrounds and parks. Conversely, most of their sedentary time and sleep are accumulated at home. As a result of the coronavirus disease 2019 (COVID-19) pandemic, opportunities for children to meet the movement behavior guidelines have been affected by school closures and physical distancing measures implemented by many governments.

To date, we have little evidence to know if, as a result of home confinement, children are spending less time active, going to bed later, and sleeping in later because they do not have to travel to school, or spending more time sedentary, especially through recreational screen time. Evidence shows that children are less active and more sedentary, with less consistent sleep patterns, on unstructured or non-school days (i.e., when they are not physically at school) than on school days [4].

If this pandemic has reduced healthy movement behaviors among children, we should be concerned for several reasons. First, data from the pre-COVID-19 period show that, on average, only a fifth of preschoolers and less than 10% of school-aged children meet all the movement guidelines.

Second, this period of home confinement—especially if indoors and in small spaces—could lead to higher risk of vitamin D deficiency, mental health issues, and myopia [4].

Third, although children seem less susceptible to COVID-19, maintaining or increasing levels of physical activity can reduce their risk of respiratory infections [4].

Fourth, benefits that help children to cope with life-changing circumstances, such as the role of physical activity in resilience building, might be compromised. Fifth, the interactive effects of each movement behavior might be more pronounced—e.g., children who are less active and engaged in more screen time are likely to have poorer sleep. Finally, there could be potential longer-term health and economic consequences if the adverse behavioral adaptations, such as less activity, become the new normal [4].

It is important to examine whether children from low-income and middle-income countries and vulnerable families in high-income countries are especially at risk during the COVID-19 pandemic, as a greater proportion of these populations live in apartments or shelters that are exposed to overcrowding (appendix), making physical distancing virtually impossible. These groups tend to accumulate physical activity through outdoor play and active commuting to school, which is threatened by an increase in time indoors.

Many resources aimed at promoting healthy movement behaviors in children have rapidly emerged. As such, there is a real need to support stakeholders with a trusted source of activities and curated online resources. Such activities and resources should consider equity, minimal equipment, protection of children online, opportunities for parent–child interactions, and consideration of small spaces. This is especially crucial in communities with little access to the internet.

6 Conclusion

Children need space to be children; to run, jump, climb, race and create a mess. Outside ‘classrooms’ can give them all this and the ability to work on a larger scale, as emphasized by the Early Years Foundation Stages. When outdoors, children have the freedom to explore

and develop their physical boundaries, to take risks and to discover the real world using all their senses, creating positive effects on a child’s self-esteem, confidence, and wellbeing. Young children need the opportunity to use their whole body and develop their gross motor skills. It’s only when they have mastered these that they will be able to control their fine motor skills, such as using a knife and fork or holding a pencil, for instance. [9]

Providing for the outdoor play needs of young children is a complex and challenging task. A variety of factors must be considered, including the various play needs of young children, supervision, safety, and ADA access. Children learn freely and have run in a healthy environment, incorporating nature and stimulating all the senses. They discover themselves and their abilities while playing freely [12]. However, because our children experience fewer and fewer opportunities to explore nature, run, roll, climb, and swing and because outdoor play is part of being a child, we must find a variety of ways to provide quality outdoor play experiences for children, infants through age eight years. This task is made even more important as our early childhood programs focus more and more on teaching basic skills and early academics [10]. Being outside offers other benefits, too. It offers an emotional boost and can help you feel less tense, stressed, angry or depressed. In addition, sunlight can give your body vitamin D, too.

Participating in outdoor activities is definitely something we should all do more of. At Explore-Share, we believe that it is a key aspect for overall wellbeing that helps us reconnect to ourselves and our environment on all levels.

All the above results, as well as the fact about the positive effects that stay and physical activity in nature have on physical and mental health, especially now in conditions of pandemic and the need to move with respect to social distance, outdoor activities, are a kind of imperative and something to which more attention should be paid.

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BETTER TO WEAR OUT THAN TO RUST OUT: OPPORTUNITIES AND CHALLENGES FOR TEACHERS' SELF-DEVELOPMENT AND RESPONSIVENESS DURING COVID-19

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Abstract

The outbreak of COVID-19 pandemic has had a colossal impact on higher education across the globe; particularly on the abrupt shift from face to face instruction to online delivery as a measure to prevent massive spread of the virus. To that end, this research study reflects upon the current situation of Algerian university teachers' self-development initiatives to effectively address the requirements of distant teaching and learning. Therefore, it examines this endeavour for making a change to their practise by reporting on an attitudinal questionnaire that is administered to thirty teachers at the department of foreign languages at Ibn Khaldoun University, Tiaret, Algeria. The results indicate that the major opportunity has been the teachers' self-development in using technological applications and platforms (Eg., Moodle, Zoom, Google Classroom and MOOCs) to resume their teaching amidst the disruption. Fundamentally, working remotely ignites teachers' curiosity to explore innovative technological media since the majority of teachers did not receive any pre-or in-service training in this field. Specifically, teachers maintained connectivity through the implementation of online-learning communities, mainly among Master students to provide them with full support in order to complete their Master dissertation and meet the deadline. Through their experiences, teachers have developed responsive endeavours towards re-designing curricula that take into consideration their students' needs at the academic level. A colossal pitfall that the teachers underlined and reflected upon during the pandemic is a serious thought about fostering the Algerian university students' self-regulated learning skills, learning strategies and autonomy to develop their academic careers in their own contexts.

Keywords: COVID-19, lockdown, self-development, online teaching.

1 Introduction

Higher Education is facing unexpected changes and tremendous challenges that call for responsive attitudes and immediate action for further improvement. In this respect, the educational system has been taken by surprise due to the disruption of COVID-19 that paralysed higher education institutions across the world. In the Algerian context, the Ministry of Higher Education and Scientific Research decided to close all the Algerian universities and national schools in March, 2020 as a preventive measure to stop the widespread of Corona Virus Disease.

The abrupt closure of universities and schools left teachers and students with no options to address the requirements of this emergency since both of them were not ready for such a demanding crisis. The only measure that teachers were required to undertake in order to maintain their teaching is the shift towards an alternative method of online delivery via Moodle platform across the Algerian universities. It is not surprising, therefore, that ensuring the continuity of teaching throughout lockdown depends a great deal on online distant education.

In the Algerian context, research studies carried out during the lockdown period are mainly concerned with the difficulty of the teaching profession during the lockdown, particularly addressing the requirements of the shift to online teaching and learning. These studies also tackle the ICTs innovative methods that the teachers seek in order to maintain online teaching. Some studies pinpoint the chief obstacles that the Algerian university encounter in relation to online teaching. These challenges include the difficulty of keeping their students engaged and motivated, teachers' limited experience in dealing with online delivery effectively, and finally time management skills and scheduling of online sessions (Arabeche & Soudani, 2021; Chelghoum & Chelghoum, 2020).

Another study by Abdelouafi (2021) has shown that the pandemic is a great opportunity for the Algerian university system to consider some measures to modernise their teaching methods. The study focuses on the implementation of Moodle platform and Google Meet to share content with the students or to hold online teaching sessions. The conclusions of these research studies are well-considered, however, despite their insights; they mostly frame the discussion around online teaching only. This fact leaves largely unrecognised the effective roles of the practitioner researcher self-development initiatives to successfully respond to the requirements of effective teaching and learning during the pandemic.

1.1. Teacher Self-development

The practitioner-researcher's self-development is the endeavour to reflect upon a situation or a problem for the sake to take effective action to bring change or to solve it. Striving to bring positive change is nourished by the teacher motivation to step out from their comfort zone and tackle issues innovatively.

Teacher self-development is a starting point for teachers who aspire to engage in continuous education to refine their knowledge and skills, and to keep up with rapid changes and innovations in the teaching profession (Doghonadze, 2016).

Teacher self-development can take miscellaneous forms depending on the ultimate aim of this endeavour, the availability of materials, access to appropriate online resources, time and scheduling, and teachers' learning styles.

Teachers can try various activities to undertake the journey of self-development. These activities may include:

- Self-assessment: teacher reflective diaries and journals, personal in-class checklists, and analytic rubrics.
- Enrolling in free online courses or pursuing further studies.
- Attending seminars and actively participating in study days.
- Starting a blog and share one's experience from local and international teachers.

2 The Study

This research study aims at investigating the extent of Algerian university teachers' engagement in undertaking self-development initiatives in order to respond effectively to the requirement of shifting from face-to-face teaching to online delivery and learning distantly.

The study is conceived because of a perceived lack of highlighting the active roles of teachers during the pandemic of COVID-19. Teachers are in a position to make sound decisions when it comes to their teaching and facilitating their students' learning. However, they are marginalised since the studies undertaken in relation to COVID-19 explored the technological aspect of teaching only without focusing on the teachers as a human resource that can make a difference during lockdown. The humane aspect of teaching was entirely overlooked.

Further details about this research study are provided below:

The study scrutinizes the Algerian university teachers' willingness to engage in self-development activities in order to address the requirements of effective delivery during COVID-19 lockdown. It seeks to find answers for the following questions?

- What are the aspects of teachers' self-development during the COVID-19 lockdown?
- What are the roles of teachers during the pandemic?

The Participants

Thirty permanent university teachers at the department of foreign languages take part in this study by responding to an attitudinal questionnaire. The whole demographic population includes 10 females and 20 males. Their teaching experience ranges from 1 year to 30 years.

The Method

A qualitative study is held using an attitudinal questionnaire that comprises two parts. The first part was devoted to demographic information and the second part involved 04 open-ended questions about the teachers' initiatives to develop their knowledge and skills to address their teaching requirements effectively during the pandemic.

3 Discussion of Findings

The results of the first question reveal that the majority of respondents (76.66%) did not undertake any kind of pre- or in-service training in dealing or implementing ICTs in their daily teaching. A small minority of teachers (23.33%) admit that training them in designing different visual maps and graphic organizers was an essential part of the in-service training. At an advanced level, novice teachers were provided with online

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resources and softwares to design their online courses and publish it on Moodle platform. These softwares include Opale software, Scorm software. Additionally, teachers were asked to launch their own YouTube channel and share their course contents with their students. The final step in their training was to design a Massive Open Online Course.

The second question probes the teachers' initiatives to use media to keep in touch with their students during lockdown. All the teachers use the Moodle platform to share the content of their modules with their students since the Ministry of Higher Education call all the universities across Algeria to primarily rely on it. 30% of teachers also depend on Facebook to provide their students with pdf documents or to create forums for discussions with them. Teachers develop their use of ICTs through videoconferencing by using Zoom application and Google Classroom (40%). Fortunately, 26% of teachers require their students to use MOOCs in order to consolidate their subject knowledge due to lack of face-to-face delivery.

Though Algerian university teachers are not well-prepared to face the requirements of teaching online, they admit that lockdown was an opportunity for them to develop themselves professionally and academically, and to support their students. First of all, 70% of teachers state that partial lockdown represents an extended amount of time (7 months) to face their anxieties and engage in developing their ICTs skills since ICTs were not an indispensable element of their traditional face-to-face teaching. 26% of teachers indicate the fact that lockdown empowered them to complete their doctoral dissertations and enabled them to participate in virtual conferences to share their experiences during the pandemic. 46 % of supervisors also rely on establishing online communities to support their Master students. These communities serve as platforms for teachers to monitor their students' progress while working on their Master's dissertations, and to provide them with constructive feedback to refine their work before final submission.

The shift to online teaching has brought with it another concern, which is the syllabus coverage. The majority of teachers (71%) re-design their curricula that take into account the essential needs of their students by making it shorter and focused. Moreover, the students are assigned with activities and essays to be submitted online. Furthermore, they provide their students with a range of resources including pdf books, educational websites and directing them to use FutureLearn

platform. The aim of providing their students with these resources is to foster their autonomy.

It is obvious from the obtained data that teachers' self-development is a milestone in tackling unexpected crises, particularly in the Algerian context. However, Algerian university teachers still need support from their institutions to build their self-actualization at the personal and professional level. For instance, online teacher training services are provided for newly-recruited teachers only in cooperation with the University of Brothers Mentouri, Constantine, Algeria without the participation of the rest of the teaching staff. This situation leaves many teachers incapable of a significant connection with a fast-changing environment.

Fortunately, it is noted that there is an improvement (23.33%) in the percentage of teachers undertaking in-service training compared to their fellow teachers (1.2%) in 2017 at the University of Ibn Khaldoun, Tiaret, Algeria (Bouhass Benaissi & Sahli, 2018).

Teachers opted for the use of Moodle platform to share their module content as well as relying on other media. This decision was made in relation to three reasons: the first one is that not all teachers are trained in using all the options on Moodle platform. Second, even the students did not have accounts to get access to the platform until the break out of the pandemic and they were not trained in how to use it too. The third reason is that the majority of the students did not have technological devices and access to the internet at home. That is why some teachers opted for Facebook since it was free of charge during the pandemic for the students to get access to educational content or to Moodle platform. Videoconferencing was another asset for teacher self-development since Zoom and Google Classroom are easier to access and use to teach online and share content compared to Moodle platform.

Though teachers provided their students with the appropriate assets to engage in reinforcing their own knowledge and skills, the teachers concluded from the submitted homework that it is high time for Algerian students to develop their self-regulation skills (Eg., setting short term goals and setting deadlines), mainly in these circumstances where the university endeavour is directed to the implementation of online and distant learning as options to back up face-to-face teaching. In addition, they need to develop learning strategies that would help them in planning and submitting an acceptable academic homework such as integrating references, brainstorming, and outlining.

To summarize, teacher self-development is moderately practised by the Algerian university teachers and requires further consideration.

4 Conclusion

Preliminary findings indicate that though teachers make some initiatives to engage in self-development, they still need to cover other aspects of self-development to cover other aspects of teaching in an era of constant changes in higher education.

In view of the findings, it is suggested that the following recommendations should be taken into account by the Algerian higher education institutions. Algerian universities need reformation in relation to the implementation of hybrid learning. Besides, Algerian universities should be equipped with the appropriate assets to advance technology use and implementation in daily instruction. Moreover, Algerian universities should encourage their teaching staff to establish MOOCs and self-access learning centres to foster student autonomy.

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BLOOM'S TAXONOMY AND THE INTEGRATED SKILLS APPROACH-ANALYZING MODERN LITERATURE

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Abstract

Reading at an academic level refers to the process of comprehending different materials, texts and fine literature. This process requires many elements, such as: previous background knowledge, vocabulary acquisition and critical thinking skills. It also requires a strategic approach that would facilitate the process of understanding, applying, and analyzing. This paper therefore aims to elaborate an integrated approach to academic reading in general and literature in specific by implementing Bloom's taxonomy. Research questions are: 1. Will Bloom's taxonomy and higher order thinking skills help students surpass difficulties in analyzing academic texts? 2. How can the integrated skills approach be implemented by teachers? 3. Is this approach more effective in teaching reading/literature at University level?

The instruments used in conducting the research are: a teacher questionnaire, consisting of 12 questions and a student questionnaire consisting of three sub-parts: reading comprehension (interpreting knowledge and analysis), Bloom's Taxonomy and a post-reading survey. Participants in the study are 50 third year students of Faculty of Philology, English language and literature of Tetova University and 5 teachers of the English department, teaching either literature or academic reading skills. Results, findings and discussions will be further elaborated in the paper.

Keywords: academic reading, integrated approach, strategic approach, Bloom's taxonomy, modernism etc.

1 Introduction

When we refer to academic reading, we hereby take into consideration reading in different content areas. The most relevant factors in distinguishing the level of foreign language acquisition are: knowing how to read printed text, understanding what is actually read and being able to put the retained information to use. The issue of reading in a FL is crucial to language acquisition and therefore should be implemented in every subject. Reading should not however be seen as "a skill by itself"

and should be associated with the other skills. This association of reading with the other skills is known as an integrated approach to reading. The paper therefore focuses on different issues of academic reading comprehension, the integrated skills approach and Bloom's taxonomy.

2 Literature Review

Reading as a skill is one of the most crucial in terms of understanding a foreign language. Many methods of teaching languages focused on the comprehension and interpretation of fine arts and literature (i.e. The grammar translation method) and regarded teaching a foreign language in terms of the methods and methodology practiced by scholars at the time. It was traditionally believed that an individual knew a language when he/she could read, understand and translate the foreign text. To a certain extent, this is quite true. These traditional methods, however, did not focus on communication and therefore, were not regarded as effective afterwards. However, one major important message was and is quite clear- the scale of comprehension of a language does tremendously depend on the individual reading skills and on the individual vocabulary that a learner possess. According to Grellet (1981) "understanding a written text means extracting the required information from it as efficiently as possible." (1981, p. 3). Most students lack this skill and instead of focusing on "retaining basic information," students learn what is not necessary and focus on irrelevant info. It's the same as an example of reading some chapters of a novel and not knowing the theme at the end, or memorizing the years of a certain research and not knowing what the research was conducted for. This does not refer to reading for pleasure, a novel or any book, but rather "grasps" different angles of reading and comprehension. The broader notion of comprehension is seen as "the skill of recognizing and remembering important facts and relevant info" and not "merely reading." Bartholomae & Petrosky (1986) conclude that: "we never know what we've read until we are forced to perform as readers- as though we know

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what we've read." Implying by this a direct connection between reading comprehension and reading purpose i.e. one must know what the purpose of reading something is. According to Ruddell (2005) some levels of reading comprehension are as follow: "literal comprehension- refers to meaning derived from "reading the lines," in which the reader constructs meaning that accurately reflects the author's intended message; interpretive comprehension refers to meaning derived by reading "between the lines," in which the reader perceives author intent or understands relationships between text elements that are not stated directly; and applied comprehension refers to meaning derived by reading "beyond the lines," in which the reader understands unstated relationships between information in text and information in his/her prior knowledge base." (2005, p. 118). In cases where students cannot distinguish what to focus on, not only are they bored, but the reading is not effective as well. If a reader, not only a student, but a random individual who prefers reading, does not distinguish between relevant-irrelevant information, the case is entitled "reading only" and not reading comprehension. (i.e. the required information has not been extracted efficiently). Furthermore, if the reader cannot locate relevant info, the reading is un-effective. In the first example, the reader is required to read every page in detail and to focus on the story, the setting, main character(s) etc. and cannot only skim or scan the novel, for the result will be not remembering (knowing) the theme, whereas in the second example, a competent reader will digest only main facts of interest, the case study and skip the irrelevant info (the years of conducted research), while "underestimating" the main hypothesis and conclusions.

According to Grellet (1981), there are two main reasons for reading:

- a) "Reading for pleasure;
- b) Reading for information (in order to find out something or in order to do something with the information you get)". (1981, p.4)

Since reading for pleasure involves choosing preferred texts, it is not difficult to estimate how much a reader has actually understood, the case being that it is upon ones' own preference, it is selected upon certain aims, certain criteria and level etc. and most students know what they are good at. This makes it easier for teachers to estimate the level of comprehension. Reading for information is a bit more complicated, especially when

reading college texts in different subjects and trying to retain information. The level of comprehension here varies according to the subject, students' previous knowledge, vocabulary acquisition etc. Kameenui & Simmons (1990) identify the following four components as important to understanding the reading comprehension process: the reader, the text, the task, and the strategies. (1990, p. 250) Let us further examine the previous mentioned components.

The reader- is the one responsible for the effectiveness of the whole process. It is the reader who must have some specific qualities and must possess some elements that are crucial during pre- reading. The first and foremost element is that of previous (prior) background knowledge. According to McNeil (1984), "the reader's prior knowledge interacts with text to create psychological meaning. Background knowledge determines the interpretations made from text." (1984, p.3)

The text- Is what the reader will normally interact with. In order to be comprehensible, the text should be selected accordingly to some criteria: "unlike the reader component, the text component of the reading comprehension process can be more directly controlled and managed by the teacher." (Kameenui & Simons, 1990, p. 255) We identify some texts as "readable" meaning that we understand most of what we read i.e. we actually possess sufficient background knowledge and have certain vocabulary defined. It is therefore very important to choose texts that are understandable for our level of reading. However, in cases when the reading is "over-readable" it may not be as effective because it is too easy for us and becomes boring. (Think of reading "Little red riding hood" at university-how would you feel?). At this moment think of a very difficult text too, something you have come across, actually read to some point, and have not understood anything at all- were you disappointed?

The task- Prior appointing texts and giving assignments, tasks should be understandable: students must know what their task is, what they ought to focus on, what will be required of them. As teachers, we should therefore set and design tasks suitable for our learners and set expectations accordingly: "the task refers to the specific features, requirements, and activities that a reader must understand to produce a particular response. By responding correctly to specific task requirements, the reader displays comprehension of text." (Kameenui &

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Simmons, 1990, p. 259) This simplifies the learner’s task and the results and outcomes are positive.

The strategies- Are defined as “multi-step associations and procedures that allow the reader to use knowledge (background knowledge, semantic knowledge, factual world knowledge, syntactic knowledge, knowledge of typographic features etc.) in both understanding the text and constructing meaning from text.” (1990, p. 262) According to Irvin, Buehl & Klemp (2003), proficient readers use the following comprehension strategies before, during and after reading: “activating background knowledge, organizing knowledge, making inferences, visualizing, figuring meanings of unknown words, asking questions, figuring out what is important.” (2003, p. 160-162).

All of these components are important in recognizing the level of difficulty a reader encounters with different texts and reading materials.

3 Research Questions

The study elaborates the following research questions:

1. Will Bloom’s taxonomy and higher order thinking skills help students surpass difficulties in analyzing academic texts?
2. How can the integrated skills approach be implemented by teachers?
3. Is this approach more effective in teaching reading/literature at University level?

4 Methodology and Procedure

The instruments used in conducting the research are: a teacher questionnaire, consisting of 12 questions and a student questionnaire consisting of three sub-parts: reading comprehension (interpreting knowledge and analysis), Bloom’s Taxonomy and a post-reading survey. Note: All instruments are designed by the author i.e. are authentic. Participants in the study are 50 third year students of Faculty of Philology, English language and literature of Tetova University and 5 teachers of the English department, teaching either literature or academic reading skills.

4.1 Teachers’ Questionnaire

The first instrument (teacher questionnaire) was intended to observe teachers assumptions and personal theories regarding academic reading skills. The study was designed for teachers of literature and teachers of reading skills, out of which 2 were literature teachers

and 3 reading skills teachers. Apart from my own colleagues, my former MA studies professor and our visiting professor at SUT, emeritus Judy Richardson, author of several Literacy Based books also filled-in the questionnaire and advised me and provided me with suggestions. Because Prof. Richardson had the most experience and expertise in the field of literacy, I have provided her sample below.

1. How long have you been teaching literature and/or reading skills?
Since 1965: 50 years (high school English; English Foreign Language; university level)

2. What is your personal assumption towards reading in general- do students read nowadays?
It depends on the description of reading: most students read on the Internet what they like to read (videos, games, YouTube, etc.); maybe ½ of students I have taught read books—but the books must be interesting and students have a reason that they are reading; the majority of students do not do deep reading (reading to think, explore, and study in depth) because they have not been taught how to do this.

3. Has your assumption changed during your experience with students over the years? If yes, why and how? For the first 25 years of my experience, students did not use the Internet so much (it was not really available) so their pleasure reading was comic books, magazines = the same, though, as above: students read but not mainly for any deep meaning.

4. Do you use different strategies with students? If yes, please name them. Igballe, you may want to rephrase this question—it is a very leading question! Perhaps: what types of strategies and/or activities do you use to teach literacy skills? Even better, create a checklist of the most famous strategies and ask that the teacher check those used, then add a comment. My answer: I have written 2 books about the types of strategies & activities that should be used to teach literacy!

5. Do you think that the Internet and computers have a bad influence on reading skills? Why? Not really, because students often read on the Internet for what they want to know. The negative influence is that the Internet provides an environment for multi-tasking, which is not usually induce to deep reading and distracts the reader from concentrating on one thought at a time. It is up to teachers to create reading assignments

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on the Internet that will engage students in reading for meaning.

6. Do students have motivation to read? This is a very broad question. Generally speaking, students will have motivation to read when they know what they want to know and how to find that information. Then they will read it.

7. How do you help students with unknown words? Please see chapter 7 in Reading To Learn in the Content Areas!! It is too much for me to cite in this questionnaire. But, if you create a checklist that would make answering this question easier for others. Mostly, I: pre-teach critical words; encourage use of context and morpheme analysis; rereading to place words contextually and to then write concept cards about vocabulary words.

8. Do you advise students to base meaning upon context? This is the best way.

9. Is it difficult for teachers to find suitable reading materials? Not if they understand what the reading levels mean and how to match students to appropriate text. Then they can go to the Internet and find books that are scored according to the Lexile formula. What can be difficult in a small country like Macedonia is locating these books for students to have.

10. What do you base your reading materials on: the foreseen academic plan, the syllabus or upon students needs and interests? I base reading materials first on the topic of my teaching then combined with students' needs and reading levels. All instruction should be differentiated and there are plenty of ways to do that, even if the text is too difficult the teacher can modify or augment it.

11. Do you think that topics of interest are better accepted by students? Of course, but topics that might not seem to be of interest can become so when teachers use techniques and strategies to create interest.

12. Is reading literature, texts and passages an overall difficult skill? If so, why? This type of reading is studious and deep. So the teacher must guide students in this type of reading. So, yes-deep

reading vs. surface reading is more challenging. (Comments by Richardson, J. 2016)

4.1.1 Teacher Responses

The following is the summary of all teacher responses which were participants in the study:

- Teachers experience differed, from 3, 5, 7 to 50 yrs. of teaching! Their overall assumption to reading was that students rarely read nowadays.
- They believed that students read things on the Internet, comic books, newspapers etc. but deep approach was neglected.
- Most strategies used by them were metacognition, problem-solving, informal small group case studies etc.
- Regarding the internet and its' influence some believed it was good, others bad (having too much ready-to get info and not allowing students to explore for themselves)
- Teachers believed students lacked motivation, but assumed that if the teacher found interesting tasks it would stimulate them.
- They helped students with unknown words by using synonyms, meaning by context, pre-reading vocabulary, translation etc.
- They also agreed that finding material in Macedonia was difficult and that they had to base their instruction on the syllabus more then on students' needs.

4.2 Student questionnaire

I. Reading comprehension- Interpreting knowledge and analysis

Part one of the questionnaire consisted of 10 questions with three choices of answers each (only one of which was correct). (see below) It served as an indicator of the level of knowledge that students had regarding the modern poem The love song of J. Alfred Prufrock such as the period of time, the usage of metaphors, similes etc.

Table 2. Interpreting knowledge sample and Table 2. Student responses and feedback

Academic reading and literature
The following questions are based on interpreting knowledge of modernism and modernist poems. The first part is based directly on the poem, using Blooms Taxonomy and the second part of questions reflects on post-reading experience.
I. Comprehension of: The love song of J. Alfred Prufrock
1. Modernism relates to:
a. the inner voice of consciousness;
b. Old English period;
c. The modern world.
2. In modernism, poems usually:
a. talk to themselves;
b. stand in relation to the reader;
c. speak of today
3. The Love song of J. Alfred Prufrock is based on:
a. love;
b. loneliness, indecision, pessimism;
c. betrayal;
4. It is a modernistic poem in the form of:
a. dramatic dialogue;
b. essay;
c. epic song;
5. Metaphor in lines 15-22, yellow fog and yellow smoke are both compared to a living creature “that rubs its muzzle on the window panes.” This creature is:
a. a dog;

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b. a cat;				
c. a horse;				
6. Simile in lines 2-3, “when the evening is spread out against the sky, like a patient etherized upon a table” Prufrock uses “like” to:				
a. compare the evening to a patient;				
b. to use ether;				
c. to compare the sky;				
7. Metaphor in line 51 “ I have measured out my life with coffee spoons,” life is compared to:	Question	Correct response	Incorrect response	Other
a. tea;	Q.1	20	29	1
b. a watch;	Q.2	21	28	1
c. coffee;	Q.3	45	4	1
8. Prufrock in his insecurity is similar to:	Q.4	35	9	6
a. Hamlet;	Q.5	46	1	3
b. Macbeth;	Q.6	42	7	1
c. Othello;	Q.7	32	17	1
9. Prufrock has:	Q.8	38	9	3
a. fallen in love;	Q.9	40	8	2
b. insecurities with women;	Q.10	23	24	3
c. a wife;				
10. “How his hair is growing thin” means:				
a. he is getting young;				
b. he is getting old;				
c. he is getting bald				

As you may notice (table 2 on the right), students had sufficient knowledge even though the poem is quite difficult to understand since it includes many different metaphors, similes and other figures of speech that may cause confusion in comprehending a foreign language. Note that with *other* I refer to questions that are left

blank, questions that have more than one circled answer and questions that have once been circled and then crossed out (stating “not sure”).

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II. Bloom’s Taxonomy

In this section, the focus is on *understanding* and *applying*. I specifically chose these two because they focus on vocabulary and on words that are not frequently used. My assumption that understanding “insidious intent” would be more difficult than “indecision” was proven correct. I grouped the answers into 4 groups: correct usage- sentences which made sense, incorrect usage- sentences or meanings that were wrong, attempts-this group includes answers that students provided to not leave a blank space or simply provided an answer that they believed was correct (this group also falls into incorrect usage, but I wanted to give them some credit for trying) and blank- no answer was provided.

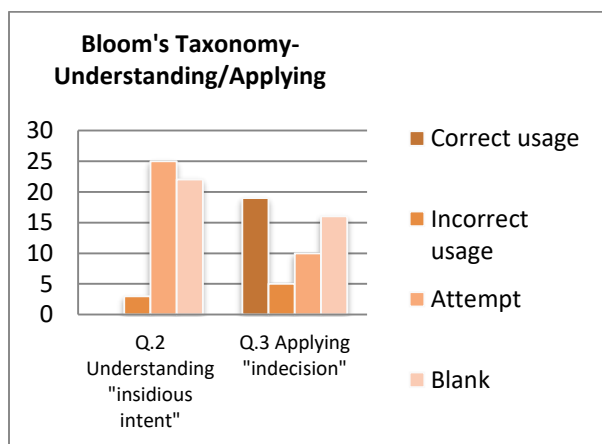


Fig.1 Sample of student responses: Bloom’s Taxonomy (Understanding/ Applying)

The results obtained prove that question nr 2 understanding “insidious intent” had no correct reply, 3 incorrect replies, 25 attempts to get it right, and 22 blank replies. Regarding question nr 3 and applying “indecision” results were better- 19 correct usages, 10 attempts, 16 blanks and 5 incorrect usages. This occurred normally because students could focus on the root of the word and the prefix (in- decide) and because this is a frequently used word.

III. Post-reflection survey

This part referred to pre and post reading experience. It served as an indicator to how much students admitted

their difficulties and whether they ever thought of the posed questions. The number of questions was 7 in total, with yes/ no responses. (See below)

Table 3. Post reflection survey sample

1. Was reading the poem difficult for you?	Yes	No
2. Did you understand it from the beginning?	Yes	No
3. Do you think previous knowledge/experience is needed when reading?	Yes	No
4. Did you base the title to the overall meaning of the poem?	Yes	No
5. Were you wrong with your assumption?	Yes	No
6. Were their many unknown words?	Yes	No
7. Did you understand all figures of speech, styles and tones etc.?	Yes	No

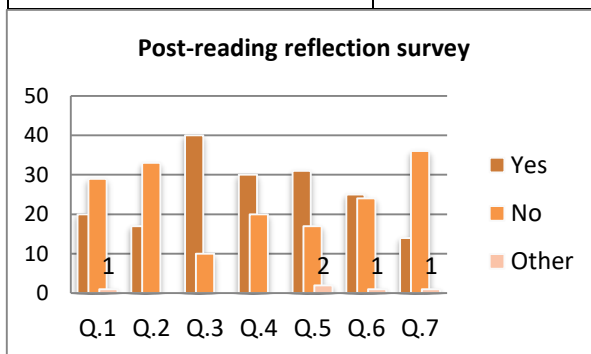


Fig.2. Post-reading reflection survey

5 Research questions obtained

Every study and research that is conducted consists of a set of questions (and hypothesis) around which all the procedure develops. Accordingly, this study posed the following questions at the beginning and attempted to draw certain conclusions accordingly to the obtained results.

Regarding the first question “*Will Bloom’s taxonomy and higher order thinking skills help students surpass difficulties in analyzing academic texts?*” the study proved that difficulties in text analysis were surpassed when and if students used critical reading skills. This part of the study focused on literature (The modern period) and set different tasks through which students would be put in different situations and focus on different analysis. Tasks such as text interpreting knowledge, analyzing (Bloom’s taxonomy), understanding/applying and post-reading reflections aimed at making students use their critical reading skills and not only that. They aimed at testing students overall thinking skills and the manner how they formulated sentences and provided own answers and assumptions related to the posed questions.

Regarding the second question “*How can the integrated skills approach be implemented by teachers?*” the study set a variety of examples of how integrating different skills can be used by teachers, such as pre-thinking, writing and answering questions, post reflection, critical thinking etc.

Regarding the third question “*Is this approach more effective in teaching reading/literature at University level?*” as mentioned previously, academic reading is a very complex skill and indeed a very complex process. The approach proved to be very successful for university level students, however, starting at any stage in an individuals’ life, critical thinking, comprehension and retaining information are more than needed and therefore should be implemented very early in order to foster life-long learning.

6 Conclusion

Thinking critically about a certain written work meant approaching it in a different manner, with previous knowledge, active reading and interacting with text. Also, there is a difference between academic reading skills and English literature- the approach differs, the language and vocabulary differ and also the tone and style differ. We also concluded what researchers have

concluded previously- that reading comprehension obviously does not stand alone. It requires many different elements; the use of Bloom’s taxonomy in analyzing and synthesizing written work should be implemented and taught. Students’ show how much they have understood something when they are asked to put the knowledge to use (e.g. the task in study that required from students to create sentences using a chosen word from the teacher). Many comprehension strategies can be used depending on the focus, such as: cognitive, memory, compensation, affective and social. All these strategies should be taught from the beginning of the course. There are many ways how teachers’ can test students’ overall success; written forms of essays or reports, conversation on topics related to a certain article, discussions regarding a certain period of literature. Students’ can even act out different roles, debate and take sides regarding an issue etc.

7 Limitations and Further Recommendations

This paper with all its limitations and inconsistencies attempted to approach academic reading from different aspects and attempted to enhance both teacher and student awareness regarding these crucial issues. As every study that has previously been conducted, I know that this study too has its’ inconsistencies and limitations. There is a probability that the number of participants in the study was not efficient, the provided data and results and the approach I have taken and their calculation could have been done otherwise, the provided answers might not have all been honestly given by participants either because they did not understand instructions or because they thought it was time consuming and wanted to get it done quickly; the instruments used might also not have been all of equal importance and maybe if different measurements were used, the results might have been different. Since I am aware of the fact that many other issues and components of academic reading are not a focus of this research, I highly advise and recommend further research in the field. The issue of teaching academic reading is not new, but while modern approaches are developing, we too must change our point of view and our methodology of teaching.

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SETTING UP VIRTUAL EXCHANGE FOR PRE-SERVICE TEACHERS: A COLLABORATIVE PROJECT BETWEEN A MACEDONIAN AND A US UNIVERSITY

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Abstract

In this paper I discuss the process of setting up a collaborative virtual exchange project for pre-service teachers from a Macedonian and a US university. It was a 6-week project entitled Teaching in a Time of COVID-19. Its aim was to get the pre-service teachers to plan and deliver online lessons in micro-teaching sessions, promoting networking and global citizen skills development. The course employed a range of online tools to facilitate interaction and was moderated by the pre-service teachers' course instructors, one from each culture. The paper outlines the structure and the timeline of the course, and discusses some of the course materials, which were specifically designed for the purposes of the virtual exchange. Finally, the limitations of the virtual set-up are discussed and avenues for improvement suggested.

Key words: online learning, pre-service teacher education, virtual exchange

1 Introduction

The pandemic of COVID-19 accelerated important globalisation processes. While some learners (including learning professionals) did turn to online education spaces and/or sought to join the global marketplace prior to COVID-19, such endeavours were largely self-initiated and self-directed. With universities opting for emergency remote learning (Watermeyer et al., 2020) en masse in 2020, the use of online spaces for learning (including professional development) ceased to be only a solitary pursuit. The implications from this mass institutional and social shift are manifold, especially for teachers: if they are to support globally competent learners, e.g. by helping them improve their language and intercultural skills, they (teachers) need to be globally competent themselves. Therefore:

Teacher educators are challenged to [...] begin preparing educators for the globally interdependent world in which they will work and their students will live, by opening the

world to students through international experience and integrating a global perspective throughout the curriculum. [...] (Kissock and Richardson, 2010: 89).

Global competence has been widely considered to be a “21st century imperative” (National Education Association, 2010), with the urgency of its development increasing due to the pandemic. In this paper, I review a virtual exchange project which was intended to support prospective teachers' global competence development through fostering international collaboration and networking.

2 Defining Global Competences

In this paper, by global competences I mean proficiency, language and otherwise, to operate in a different culture to one's own. The American Council on the Teaching of Foreign Languages (2014) breaks down this proficiency in the following skills – namely, to:

1. “Communicate in the language of the people with whom one is interacting
2. Interact with awareness, sensitivity, empathy, and knowledge of the perspectives of others
3. Withhold judgment, examining one's own perspectives as similar to or different from the perspectives of people with whom one is interacting
4. Be alert to cultural differences in situations outside of one's culture, including noticing cues indicating miscommunication or causing an inappropriate action or response in a situation
5. Act respectfully according to what is appropriate in the culture and the situation where everyone is not of the same culture or language background, including gestures, expressions, and behaviors
6. Increase knowledge about the products, practices, and perspectives of other cultures.”

However, students are typically left to their own devices when it comes to developing skills 2-6 above – it is as if

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

the system relies on those skills being developed informally, in the students' own time. Admittedly, this is not always the case, inasmuch as such skills are usually not perceived as necessarily obviously necessary. They are not exactly straightforward to develop either, due to their heavy reliance on context. Finally, the development of such global skills relies on exposure and engagement, i.e. opportunities for collaboration. For these reasons, the American Council urges educational institutions to target global competences formally, as early as from kindergarten contexts and all the way through to university. Educational programmes designed to support the development of global competences will, therefore, offer the following opportunities for learners to:

1. "Recognize the multiplicity of factors that influence who people are and how they communicate.
2. Investigate and explain cultural differences as well as similarities, looking beneath the surface of stereotypes.
3. Examine events through the lens of media from different countries and cultures.
4. Collaborate to share ideas, discuss topics of common interest, and solve mutual problems.
5. Reflect on one's personal experiences across cultures to evaluate personal feelings, thoughts, perceptions, and reactions" (The American Council on the Teaching of Foreign Languages, 2014).

Global competences are increasingly finding their way amongst the absolute priorities in American educational institutions, and less so in Western Balkans. To illustrate this commitment, I share an excerpt from the mission statement of The Ottawa University School of Education, my partner institution on this virtual exchange project. The context of the statement is the syllabus for a pre-service teacher programme module, which prominently features the following global competences-inspired pledge on the part of the institution: "[...] educating innovative, adaptable, and involved professionals in mind, body, and spirit. These individuals will promote holistic learning, global awareness, and cultural competency as responsible contributors to a diverse, pluralistic world" (Ottawa University, 2017). This quote suggests an awareness that in order to promote global competences in students, such competences need to be addressed on teacher education programmes. A globally competent teacher can support their learners to become so, too.

To support our respective (Macedonian and American) pre-service cohorts in becoming more globally competent educators, we chose to establish a global partnership between our two institutions embedded in starkly different social, cultural and educational contexts – a tradition which dates back to 2016. Establishing such partnerships is considered to be a particularly useful strategy for implicit awareness raising about and development of global competencies (Larson and Brown, 2017).

Next, I will expound on the aims, structure and content of the online course which we jointly put together in order to develop our student teachers' global competences.

3 The Online Course: Aims, Structure and Content

The online course was entitled *Teaching in a Time of COVID* and lasted 6 weeks (26th October to 6th December 2020). It was designed for students who were studying to become teachers in the two respective countries, North Macedonia and Kansas (USA). The Macedonian students were studying to become teachers of English as a foreign language, while their American counterparts were preparing to teach a variety of different school subjects, not exclusively English. For the US students, taking part in this project was a course requirement, while the Macedonian students voluntarily signed up, as part of their Teaching Methodologies 3 module; their project participation was going to be taken towards their course work, as additional credit. A total of 14 Macedonian and 15 US students took part in the project. We used two main technologies on the project: Slack for asynchronous and Zoom for synchronous communication, though some of the student teams later chose to switch to other platforms if they felt that made their communication more immediate, e.g. WhatsApp and Discord.

The aim of the project was to bring together students from two very different cultures, social and educational, to work in groups on developing and peer teaching online a lesson plan, while developing their global citizenship skills. Developing online teaching skills was particularly foregrounded, seeing as many teachers worldwide were forced to switch to distance teaching due to the COVID-19 pandemic. It is likely that some forms of online teaching will continue to be integrated in traditional face-to-face teaching going forward, which makes online teaching and learning essential skills for the future. Moreover, the professional friendships that

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

projects like this one see developing can also translate in opportunities for the student teachers to network in the future, perhaps setting up their own cross-cultural virtual exchange programmes with their own students.

The structure of the course was the following, broken down according to the 6 weeks the student teachers worked on the course:

- Week 1: Introductions
- Week 2: Team meeting 1 – Lesson plan template and topic
- Week 3: Team meeting 2 – Methodologies and tools
- Week 4: Team meeting 3 – First lesson plan draft and a rehearsal for peer teaching
- Week 5: Working with instructors' feedback
- Week 6: Team meeting 4 – Peer teaching, individual and group reflection

We spent Week 1 creating opportunities for the students to get to know each other. We used Google Earth to get students to share where they live and what their favourite place to visit in their country was. They posted this information on Padlet, an app designed for sharing text, audio and/or video content. We also used Vocaroo, an app to share recordings, to learn how everyone's name was pronounced locally to make sure we address our collaborators respectfully, in the way they expect to be addressed.

In Week 2, the students met up for the first time. We divided them in 7 mixed (Macedonian-US) teams of 4-5 students, taking care the availabilities of the team members were compatible. During this first meeting in real-time, they discussed the lesson plan template we had prepared for them, as well as the topic they would teach. At this point in time, the Macedonian students had not yet had formal instruction in lesson planning, which positioned the US students as peer teachers. The students were given a very loose framework within which to do their lesson planning, with the only constraints being the timeframe and the context: they were expected to deliver a 15-20-minute peer taught lesson for the level/age/ability level of their choice, as long as the teaching context was primary (K-12). When attending each other's micro lessons, the students were expected to act as if they were at the level/age/ability level envisaged in the lesson plan.

During their real-time session in Week 3, the students decided on the teaching methodologies they were going to adopt in their micro lessons, as well as the online tools they were going to use. We supported them by sharing on Slack a range of online tools which could facilitate online teaching for the students to consider and choose from. In retrospect, the students typically opted for communicative language teaching, using the functionalities of Zoom. They complemented this with using various online quizzes and interactive boards.

In Week 4, the students produced a first lesson plan draft and did some practising of their teaching in their teams. They then handed in their plans to us, the instructors, for feedback, which they used to improve their lesson planning during Week 5.

Week 6 saw the students peer teach their micro lessons to (an)other team(s) and, on the basis of the feedback they received from their pretend learners, they reflected individually on Slack. Every group also received feedback from each of us, the instructors. We wrapped up the course with a group Zoom meeting, whose purpose was to review the students' course experiences and formally pronounce the project finished.

4 Reflections on the Virtual Exchange Project

When my colleague shared our initial course planning with another international colleague, their immediate feedback was that our proposed course structure was 'a recipe for disaster'. Namely, she didn't appreciate the loose framework when it came to the final course outcome: an English K-12 lesson. She suggested that we needed to provide a more robust course structure with more clearly stipulated aims to make sure the students didn't feel undersupported in the short timeframe we had – only 6 weeks. Knowing our respective cohorts, my colleague and I believed we could trust them to self-organise to deliver on our course requirements. Moreover, it was paramount for us to make sure we provided our students with enough freedom so they could choose their specific (imaginary or not) teaching contexts, topics, methodologies and tools, as well as design materials to go with them. Our students knew that we were available for any consultation they might need: we encouraged them to reach out to us and we regularly checked on the groups' work to make sure everyone was on task.

The two cohorts generally lived up to our expectations. There was always the odd student who would go 'missing in action' and/or some group work stalling due

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

to students waiting on one another, but mostly the groups kept a steady pace and remained focused on delivering by the stipulated deadlines. Needless to say, several students were affected by COVID-19, either personally or by needing to care for someone in their family, with one student needing to withdraw from the course altogether due to being hospitalised. Everyone else finished the course successfully. The majority of the students worked very hard, sharing resources along the way to make sure they showcased the best planning/teaching they possibly could. Their dedication to the course goals manifested itself by them managing complicated logistics despite the very different timezones, ranging from 7- to 9-hour differences in local time. This meant that the students often needed to use their weekends to meet up and/or operate in unsociable hours, very early or very late hours in the day (interestingly, none of the students complained about this). The tasks saw students successfully take initiative, exchange views and resolve any conflicts or misunderstandings that emanated from their intense work on the project. Since the number of groups was uneven (7), one group needed to ‘attend’ two peer taught lessons, not just one. Even this was not a problem: one group quickly offered to be ‘taught’ twice, despite the ever-complicated logistics of all group members meeting up at one time. The students’ readiness to be flexible and accommodating to their peers helped them persevere in the face of adversity. We learnt about these challenges by students sharing with us during the course and from their course reflections, which were designed to support their global competencies development (The American Council on the Teaching of Foreign Languages, 2014). This necessitated constant communication between us, their teacher educators, which we saw as a form of professional development.

Like on any other project, there is always room for improvement, though. If we were to change anything on future similar projects, we would include a more robust process, i.e. we would introduce prompts for the students to document who did what and how within their groups in order to discourage potential free-riders. It would also help if both cohorts had shared motivation to do the course, as we found it may reflect on their levels of engagement. This means that the virtual exchange would either be compulsory or not, for both cohorts.

5 Conclusion

In this paper, I demonstrated how a forum could be created for developing global competences by establishing international virtual exchange partnerships.

The benefits are many. The students learn about their respective cultures, including how they shape the educational realities in their countries, while working together respectfully. Such collaborative contexts are, in turn, likely to lead to future professional friendships and possibly similar virtual exchange projects like ours, this time with our students’ respective future cohorts. Provided the virtual exchange is designed and run in line with the cohorts’ needs, expectations and abilities, it can turn into a memorable learning experience for both the students and us, the university teachers. The collaborative environment also proved to fuel important motivational processes in the groups, which allowed the students to keep up their dedicated work throughout the project. For educators looking to set up similar virtual exchange projects, I suggested more robust documentation processes and more unified assessment treatment of the virtual exchange project in the two cohorts.

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History

AMERİKAN TARİHİNDE KIZIL DERİLİ KÜLTÜ VE SEMİNOLE KIZIL DERİLİLERİNE UYGULANAN SOYKIRIM (1817-1858)

THE GENOCIDE APPLIED TO THE RED CULTURE AND THE SEMINOLE RED SKIES IN AMERICAN HISTORY (1817-1858)

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Özet

Kızıl Derililerle beyaz adamın ilk teması 1490'lı yıllarda Kristof Kolomb'un Amerika'yı keşfi ile başlar. Bu yıllarda başlayan Kızılderililerle Beyaz adam arasındaki çatışma yirminci yüzyıla kadar sürmüştür. Bu süreçte en bilinen savaş 1817-1858 yılları arasında Florida'da meydana gelen ve beyaz adamın Amerikan Kızılderililerini (Seminole Yerlileri) planlı olarak katlettiği üç ayrı savaştır. Bu savaşlar Napolyon Bonapart tarafından Louisiana Eyaleti'nin 15 Milyon dolara Amerika Birleşik Devletleri'ne satılmasıyla başlar ve yaklaşık 40 yıl sürer. Bu süreç boyunca Seminole kabileleri planlı olarak katledilir ve nihayet Florida topraklarına sürgüne gönderilirler. Büyük bataklıkların hakim olduğu Florida topraklarından yeni bir sürgüne gönderilmek istenen Seminole kabileleri meşhur direnişi başlatırlar ve tek kişi kalıncaya kadar mücadelelerini sürdürürler. Son Seminole Şefi'nin yakalanması amacıyla yapılan operasyonda Florida bataklığı kurutulur ve üzerine bu günkü Florida eyaleti kurulur. Ancak bu eyaletin asıl sahipleri olan Seminole Kızılderilileri Oklahoma Eyaletine sürülerek tam bir soykırıma uğratılırlar.

Bildiri Amerika'daki Kızıl Derili Kültü ve Kızılderili-Beyaz Adam savaşları çerçevesinde 1817-1857 Seminole Savaşları ve bu savaşların sonunda yaşanan Seminole dramı hakkında olacaktır.

Anahtar Kelimeler: Amerika Seminole, Savaş, Florida.

Abstract

The first contact between the Red Skinned and the white man began in the 1490's with the discovery of America

by Christopher Columbus. The conflict between the Indians and the White man that started in these years continued until the twentieth century. The best known war in this process is the three separate wars that took

place in Florida between 1817-1858 and the white man killed the American Indians (Seminole Indians) on a planned basis. These wars begin with Napoleon Bonaparte's sale of the State of Louisiana to the United States for \$ 15 million and lasts for about 40 years. During this period, the Seminole tribes were slain on a planned basis and eventually exiled to Florida lands. The Seminole tribes, who are wanted to be sent to a new exile from the Florida lands dominated by the great swamps, start the famous resistance and continue their struggle until there is only one person left. During the operation to capture the last Seminole Chief, the Florida swamp is drained and the state of Florida today is built on it. However, the Seminole Indians, who were the real owners of this state, were deported to the State of Oklahoma and subjected to a complete genocide.

The paper will be about the Seminole Wars of 1817-1857 within the framework of the Red Skin Cult in America and the Indian-White Man wars and the Seminole drama that took place at the end of these wars.

Keyword: America, Seminole, War, Florida

1 Giriş

İlk dönem Amerikan tarihçiliğine bakıldığında, on dokuzuncu yüzyılın başlarında tarihçilerin çoğu doğrudan bu mesleğin eğitimini almış olan insanlar değildi. 145 önemli Amerikan tarihçisinden sadece bir tanesi tarihçi olarak yetişmişti. Diğerleri genel olarak din adamları, avukatlar ve devlet adamlarıydı¹⁵. Bu

¹⁵ George H. Callcott, *History in the United States 1800-1860: Its Practice and Purpose*, London 1970, s. 69-70.

tarihçilerin tarih yazımı kaygılarına bakıldığında hiç biri tarihe bir geçim aracı veya meslek olarak değil, bir uğraş olarak yaklaştılar. Bunların arasında en seçkinleri olarak William Hickling Prescott, Francis Parkman ve John Lothrop Motley. John Gorham Palfrey, George Ticknor ve George Bancroft sayılabilir¹⁶. Bu tarihçiler genellikle zengin insanlar oldukları için çoğu Amerikan kültürünü öne çıkaran yazılar yazdılar. Bunlara karşılık Boston Brahman kitlesi vardı ve genellikle Amerika'nın edebi konularında yazmayı sürdürdüler. Ancak aralarından büyük bir kısım ise tarih yazarlığı yapmıştır. Diğerlerine göre daha az saygın olan bu yazarlar arasında Boston'dan Samuel Eliot, Mercy Otis Warren ve Isaiah Thomas, New Orleans'tan Charles Etienne Gayarré ve Philadelphia'dan Henry Charles Lea gibi kişilerdi. Bunlar tarihçiliği bir meslek olarak seçmemişlerdi ama kendilerini tarih yazımına adanmışlardı. Bu tarihçilerin tarih yazımına katkıları dönem dönem azalıp çoğalmıştır. Halkın tarihe ilgisine göre yazılan eser sayısı değişmiştir. 1820'lerden 1830'lara kadar 50'ler civarında olan eser sayısı, 1830'dan sonra ani bir yükselişe geçer ve nihayet 150-226 aralığına kadar yükselir. Bu yükselişte şüphesiz ulusal ve yerel yönetimler tarafından teşvik ve finanse edilen belgesel türü yayınların önemli bir katkısı vardır¹⁷.

İlk dönem Amerikan tarihçileri tarih yazımını genellikle kendi mesleki uğraşlarından zaman buldukça ya da genellikle bu dönemde toplanan malzemenin emeklilik yıllarını değerlendirmek amacıyla zevk uğruna yapmıştır. Zengin olanların mesleki uğraşları arasında yaptığı bu iş, daha az geliri olanlar için mesleki yaşamın sonunda başlıyordu¹⁸. Amerikan tarihçileri genellikle konunun kendilerini yazmaya teşvik ettiğini ileri sürerler. Konunun heyecanı onu araştırmak için yeterli bir sebepti. Bu açıdan bakıldığında genellikle yerel tarihçiler, özellikle de din tarihçileri kendilerini konunun arka planını ve tarihini keşfetmeye “onun çatışmalarını, zaferlerini, acılarını, sevinçlerini, düşüncelerini, sözlerini ve işlerini ortaya çıkarmayı kendilerine vazife edinmişlerdir”¹⁹.

Amerika tarihçiliğinde dönüm noktası şüphesiz İç Savaş dönemidir. Bu dönemin öncesinde kar amaçlı tarihçilik yapanlar hüsrana uğrarken, sonrasında tarih yazarlar az da olsa emeklerinin karşılığını almışlardır. Bunun başlıca nedeni küçük halk kitlelerinin tarih okuma

alışkanlığı vardı ve çok azı kitap olarak bu ilgisini sürdürmekteydi. Telif hakları konusunda henüz hiçbir kanuni kısıtlama olmadığından, yazılan eserler genellikle kopyalarından takip edilmekteydi²⁰.

Amerikan tarihçiliğinin günümüzde revaç bulmasının arkasında yatan temel hedef genellikle tarihçilerin kendilerini bir meseleye adanmalarından kaynaklanır. Bizim aksimize onlar tarihçilik yaparken bunu kendilerine bir işe kapısı olarak görmemekteler. Genellikle bir meslek sahibidirler ve bu mesleğin yanı sıra tarihçilikte yaparlar. Bakın Albert James Pickett, tarih yazma nedenlerini şöyle izah eder: “... kendini bir şekilde ırkına faydalı kılmamanın her insanın görevi olduğu gerçeğinden etkilenerek, peşinden koşabileceğim bir nesne aramak için etrafıma bakındım. Yurttaşlarımla tarımla çok ilgilenmesine rağmen, bu benim zamanımın dörtte birini işgal etmedi. Siyasetten hiç hoşlanmıyordum ve hiç bir meslek için de okumamıştım, bu nedenle bir Tarih yazmaya karar verdim...”²¹

Pickett'in tarih anlayışında da görüldüğü üzere “ırkına faydalı” olmak amacıyla tarih yazan Amerikalılar, bütün tarih metinlerini oluştururken genellikle bu hususu ön plana almaktadırlar. Hele yirminci yüzyıla gelindiğinde yazılan tarihlerde Amerika'yı zor duruma düşürecek cümlelerden mümkün mertebe kaçınılmıştır. Amerikan tarihinde var olan kötü anıları aktarma konusunda da genel cümleler kurularak ayrıntı vermemeye özen gösterildiği gibi verilen ayrıntıların ise ulus bazında tehdit, düşmanlık ve kin-nefret uyandırmayacak türden olmasına dikkat edilmiştir.

Bu şekildeki bir tarih algısı, belgesiz tarihçilik olmaz anlayışını reddeden bir ekolden kaynaklanmaktadır. Fransız tarihçiliğinin öncüleri olan March Bloch ve Febvre'in kurdukları Annales okulunun getirdiği bu anlayış, tarihi olguların bütün disiplinleri kapsadığını, analizlerin de sosyal disiplinlerin hemen hepsini ilgilendirecek şekilde yapılmasını önemser²². Annalles ekolu 1970'lerde Amerika'ya ulaştığında Amerikan tarihçiliği o eski anlayışı yani belgelere bağlı kalma saplantısından kurtulmuştur. Amerikan tarihçileri bu aşamadan sonra on dokuzuncu yüzyıl tarihçileri gibi heyecanlı vakaların anlatımını terk ederek, daha fazla yorum ve analiz içeren yeni bir tarih yazım anlayışını

¹⁶ Callcott, *a.g.e.*, s. 70.

¹⁷ Callcott, *a.g.e.*, s. 71.

¹⁸ Callcott, *a.g.e.*, s. 72-73.

¹⁹ Callcott, *a.g.e.*, s. 75.

²⁰ Callcott, *a.g.e.*, s. 76-77.

²¹ Callcott, *a.g.e.*, s. 79.

²² Ceren Yeğen, “Annales Okulu, Marc Bloch Ve ‘Tarih Savunusu: Veya Tarihçilik Mesleği’ Yapıtı Üzerinden Bloch’un Tarih Anlayışı”, *Abant Kültürel Araştırmalar Dergisi (AKAR)*, Cilt: 1, Sayı: 1, 2016, s. 31-32.

benimsemişlerdir²³. Bloch, tarih içerisindeki olgular söz konusu olduğunda ortak olana yani bireysel olandan toplumsal olana dikkat çekmekte ve karşılaştırmalı tarih anlayışının önemini ortaya koyar. Bu sayede “birbirine uzak toplumlar arasındaki benzerlikler ya da mekansal olarak birbirine yakın toplumlar arasındaki farklar incelenir ki, bu benzerlikler ya da farklar ele alınarak tarihsel gelişimin ne olduğu ortaya konulabilir” diyerek toplumların DNA’sını çözmek ve bununla kendi toplumuna fayda sağlamayı ön plana çıkarmak ister²⁴. Bu düşünce tarzı yirminci yüzyılda özellikle Amerikan tarih anlayışını baştan sona kuşatmış görünmektedir.

Meseleye bu açıdan bakıldığında, bildirinin Kızılderili Kültü bölümünü özetlediğimiz Bryn O’Callaghan tarafından yazılan *An Illustrated History Of The USA, Longman Group UK Limited 1990* adlı eserin genelinde de benzeri bir durumu analiz etmek mümkündür. O’Callaghan, eserin başından sonuna kadar Amerika’da olup biten bütün olayları şahitleriyle ve biyografik verilerle sunmaya özen gösterirken bu hususa azami dikkat ettiği gözlenmektedir.

Bildirinin konusu olan Kızılderili kültürü ve Seminole savaşları 1492’den başlayarak 1858 yılına kadar olan dönemi kapsamaktadır. Bu kadar uzun bir dönemi anlatan bir Amerikan Tarihi’nde tarihçinin ortaya koyacağı ayrıntılar ciltler dolusu olması gerekirken, O’Callaghan tarafından verilen bilgiler neredeyse özetlenmiştir. Buna rağmen Seminole Savaşları ve Soykırımı (1817-1858) dönemiyle ilgili sadece Seminole şeflerinin biyografileri verilerek geçiştirilmesi, soykırımdan veya olaylardan bir cümle ile dahi bahsetmemiş olması tarihçinin konuya bakış açısını ortaya koymasına yönünden önemlidir. **Bu durum Amerikan tarihçiliğinin tarihi irdelemekten çok faydacı bir yaklaşımla kendi ulusuna hizmeti, ama sadece çıkarları doğrultusunda hizmeti ön plana alan bir yaklaşıma sahip olduğunu ortaya koymaktadır.**

Bu bildiride, Bryn O’Callaghan örneğinde olduğu gibi Amerikan tarihçiliğinin Kızılderili kültüne ve Seminole Savaşları’na bakış açısının yanı sıra Amerika’nın 1817-1858 yılları arasında bir ulusu ortadan kaldırırken, kendi tarihini yazma konusunda göstermiş olduğu sorumsuz ve soğuk kanlı tutuma dikkat çekilmeye çalışılacaktır.

2 Amerika’nın Keşfi

Amerika kıtası 3 Ağustos 1492’de Christopher Columbus adlı İtalyan bir maceracı tarafından Avrupa’dan Asya’ya yeni bir yol bulmak için İspanya’dan yola çıkmasıyla keşfedilmiştir. Amacı, Asya’daki iki kıta arasında daha kısa bir ticaret yolu bulmak ve yola çıktığı üç küçük gemisini ipek, baharat ve altın yüküyle doldurarak Avrupa’ya geri dönmektir. Kolomb İspanya’dan ayrıldıktan on hafta sonra, 12 Ekim sabahı, alçak kumlu bir ada olan ve sonradan San Salvador - Kutsal Kurtarıcı adını verdiği bir yere çıkmış, burayı Hindistan anakarasına yakın bir grup ada olan Hint Adaları zannetmiştir. Bu nedenle, burada karşılaştığı dost canlısı, kahverengi tenli insanlara "los Indios" - Kızılderililer adını vermiştir²⁵.

Aslında, Hindistan’a çok uzak olmasına rağmen Kolomb’a atfen Avrupalılar bir süre sonra Amerika adını verecekleri bu kıtanın sakinlerine Kızılderililer demeye devam ettiler. Ancak son zamanlarda bu isim daha doğru bir şekilde "yerli Amerikalılar" veya Kızılderili olarak yerleşmiştir²⁶.

Kolomb, Amerika’ya ayak bastığında kıta(şimdiki adıyla Amerika Birleşik Devletleri ve Kanada) "kabileler" adı verilen ayrı grupların yaşadığı bir yerdirdi. Bu kabilelerin kimisi avcı ve kimisi çiftçiydi. Bazıları barışçı, bazıları savaşçıydı. Aralarında birbirinden farklı üç yüzden fazla dil konuşulmaktaydı. Avrupalılar Amerika’yı "Yeni Dünya" olarak adlandırmış olsalar da kıta Kızılderililer için yeni değildi. Ataları, Kolomb sahile adım attığında, belki de 50.000 yıldır orada yaşıyorlardı²⁷.

Bazı bilim adamları, Kızılderililerin uzak atalarının Asya’dan Amerika’ya geldiğine inanmaktadır. Bunun, insanların yazılı kayıtlar yapmaya başlamasından çok önce dünyanın son buzul çağında gerçekleştiğine dair kanıtlar vardır. O sıralarda, bir buz köprüsü, şimdiki Bering Boğazı’nın üzerinden Amerika ile Asya’yı birleştirdiği ve Sibirya’dan gelen avcıların bu köprüyü kullanarak Alaska’ya geçmiş olabileceklere iddia edilmektedir. Avcılar, Alaska’dan güneye hareket ederek beslenmek amacıyla hayvanlarını ve avlanmak amacıyla da karibu ve bufalo sürülerini takip ederek Amerika’ya ulaştıklarında muhtemelen M.Ö. 12.000’li yıllara giden bir geçmişten bahsedilmektedir. Bu ilk

²³ Yeğen, a.g.m., s. 33.

²⁴ Yeğen, a.g.m., s. 34.

²⁵ Bryn O’Callaghan, *An Illustrated History Of The USA, Longman Group UK Limited 1990*, s. 4.

²⁶ O’Callaghan, a.g.e., s. 4.

²⁷ O’Callaghan, a.g.e., s. 4.

göçlerden sonra yerlilerin atalarının Panama kıstağını aşarak Güney Amerika'ya geçişlerinin üzerinden ise yaklaşık 5000 yıl geçmiş olabilir²⁸.

Yüzyıllar boyunca Kızılderililer gezgin avcılar ve yiyecek toplayıcıları olarak yaşadılar. Sonra daha yerleşik bir yaşam tarzı başladı. Şu anda Meksika'nın iç kesimlerinde yaşayan insanlar, yenmesi iyi olan küçük tohumlu yabancı otlar buldular²⁹. Amerika'nın ilk çiftçileri olan bu insanlar yabancı otları, tohumlarını büyütme için büyük bir özen gösterdiler. Sonunda yerli mısır ve diğer ekili bitkileri yetiştirmeyi öğrendiler. M.Ö. 5000 yılına gelindiğinde Meksika'daki Kızılderililer fasulye, kabak ve biber gibi sebzeleri çoktan evcilleştirmiş, yetiştirmeye başlamışlardı³⁰.

Bugünkü Arizona ve New Mexico'nun Pueblo halkı, Amerikan çiftçi halkları arasında en iyi örgütlenmiş olanlarıydı. Köylerde, uçurumların kenarlarında ve tepelerinde güvenlik için inşa edilmiş kasabalarda yaşıyorlardı. Güneşte kurutulmuş kerpiç (çamur ve saman) tuğladan yapılmış teraslı binalar inşa ediyor, bazıları, üst üste yığılmış 800'den fazla odada yaşıyordu. Pueblo halkı, çevredeki çöllerde yetişen pamuktan giysiler ve battaniyelerin yanı sıra çizme şeklinde giymek üzere deri mokasenler üretiyorlardı³¹.

Yiyecek olarak mısır ve fasulye ekinleri yetiştirmek üzere sulama kanalları açan Amerika yerlileri, Avrupalılar Amerika'ya gelmeden çok önce, Pueblo tarlalarına su getirmek için çöller boyunca kanal ağları inşa etmekte ve 250.000 dönümlük tarım arazisini sulamak için kanallar ve hendekler açmışlardı³².

Amerika'da yaşayan bu yerli kavimler, beyaz adamın kıtaya ayak bastığı yıllara kadar barış içerisinde yaşamışlardı. Bu, Kristof Kolomb'a ilk tepkilerinden anlaşılmalıdır. Daha sonraki yıllarda beyaz adamın entrikalarıyla birçok düşman gruba ayrıldıkları anlaşılmalıdır³³.

3 Kızılderili Kültü

Amerika, beyaz damamın kıtaya ilk geldiği zamanlarda büyük bir yerli konfederasyonuna sahipti. Bu konfederasyonun en önemli kavimleri olan apaçiler, iroquoisler ve siouxlar hakkında bilgi vermek bu kültü

az da olsa tanımamıza imkan sağlayacaktır. Bu sayede Amerika'daki Kızılderili kültürünün son ve en önemli temsilcisi olan Seminole kabilelerinin yaşam şekilleri hakkında bir fikir edinmek mümkün olacaktır.

4 Apaçiler

Apaçi denen halk Pueblo'nun komşusuydu³⁴. Apaçiler asla yerleşik çiftçi olmadılar. Çöller ve dağları küçük gruplar halinde gezdiler, geyik avladılar ve yabancı bitkiler, yemişler ve kökleri topladılar. Beyaz adamın kıtaya ayak basmasından sonra komşuları Pueblo'ya düşman kesildiler ve baskın yapmak ve onu yağmalamak suretiyle ihtiyaç duydukları yiyecekleri elde etme yolunu seçtiler. Bu yönleriyle komşuları Pueblo'ya büyük korku salmışlardı³⁵.

5 Iroquois

Iroquois, Pueblo ve Apaçilerden uzakta, Pueblo gibi Kuzey Amerika'nın balta girmemiş ormanlarında yaşayan bir kabileler grubuydu. Bu kabile oldukça yetenekli çiftçilerden oluşuyordu. Ormandan temizlenmiş tarlalarda fasulye, kabak ve on iki farklı mısır çeşidi yetiştirmekteydiler. Aynı zamanda avcı ve balıkçıydılar. Kıtanın nehirlerini ve göllerini keşfetmek için huş ağacından yaptıkları kanoları kullanırlardı. Yaşadıkları kulübeleri ise karaağaç kabuğuyla örtülmüş fidanlardan yapılmaktaydı. Her biri yirmi kadar aileye ev sahipliği yapıyordu. Her ailenin ortada kalan bir salonun iki tarafında kendi daireleri vardı³⁶.

Iroquois, aynı zamanda savaşçı bir kabileydi. Komşuları onlardan en az batı çöllerinin Apaçileri kadar korkuyordu. Köylerini düşmanlardan korumak için kulübelerinin etrafına sağlam ahşap barakalar inşa etmişlerdi. Kabileleri için şan, kendileri için başarı ve şeref kazanma hevesiyle sık sık savaşırlardı. Çocukluktan itibaren, erkek Iroquois acıdan ve ölümden korkmamaya dayanan bir öğretilerden geçirdi. Savaşta kahramanlık bir savaşçının saygı kazanması ve kabilesinde yüksek bir mevkiye yükselebilmesi için en kesin kuraldı³⁷.

²⁸ O'Callaghan, *a.g.e.*, s. 4.

²⁹ O'Callaghan, *a.g.e.*, s. 5.

³⁰ O'Callaghan, *a.g.e.*, s. 5.

³¹ O'Callaghan, *a.g.e.*, s. 5.

³² O'Callaghan, *a.g.e.*, s. 5.

³³ Luther Standing Bear, *Land of the Spotted Eagle*, London 1978, s. 136.

³⁴ İspanyollar tarafından yok edilen bir Kızılderili köyü (Bear, *a.g.e.*, s. 136).

³⁵ O'Callaghan, *a.g.e.*, s. 5.

³⁶ O'Callaghan, *a.g.e.*, s. 6.

³⁷ O'Callaghan, *a.g.e.*, s. 6.

6 Sioux (Siu)

Mississippi Nehri'nden Rocky Dağları'na uzanan geniş çimenlik düzlüklerde yaşayan ve kendilerine "müttefik" anlamına gelen Dakota adını veren bir başka kabile vardı. Ancak, diğer Kızılderililer, korktukları bu kabileye "düşman" anlamına gelen Sioux adını vermişlerdi ve bu ad sonraki nesillere miras kalmıştı³⁸.

Sioux, göçebe ve toplayıcı bir kavimdi. Ekin yetiştirmedikleri gibi ev de inşa etmezlerdi. Barınak, yiyecek ve kıyafet için bufalo denilen yaban öküzü sürülerine bağlıydılar. Bu sebeple yavaş hareket eden milyonlarca hayvandan oluşan bufalo sürülerini takip ederlerdi. Uzun süre tek bir merada kalmayan bufaloyu takip eden Siouxlar hızlı hareket edebilmek için her şeylerini kolayca taşınacak şekilde tasarlamışlardı. Saatler içinde evleri olan konik şeklindeki bufalo derisi çadırları kurabildikleri gibi sökebilir, eşyalarını hafif deri bir çanta olan parflechese koyup taşıyabilir ve böylece bufalonun ardından gidebilirlerdi. Çürümüş odunla dolu bir bufalo boynuz içerisinde yanan bir közü eski köyden yenisine ateşi taşımak için kullanabilirlerdi. Hatta bu yolla için için yanan ateş karışımı boynuzun içinde günlerce saklanabilirdi³⁹.

Kızıl derili kültü açısından kabileler kadar önemli olan bir diğer unsur kabilelerin yaşamını bir parçası olan aile ve materyallerdir. Bu materyaller arasında öne çıkanlar:

7 Ev ve Aile

Yerli kavimlerde kadın ailenin en önemli bireyidir. Çadırın kurulması, yerleşimi, ailenin geçimi, çocukların bakımı gibi her konuda en yetkili kişiydi. Kabile liderinin köy için konaklama yerini seçmesinden sonra evin kadını çadır için uygun yeri belirler ve kurulumu sağlardı. Eğer çadırı bir dere kenarına yakın yerleştirmeye karar veriyse, nasıl korunacağına da o karar verirdi. Bu konuda erkeğin hiçbir müdahalesiyle karşı karşıya kalmazdı. Muhtemel bir yer bulunduğu, göz önünde bulundurulması gereken ilk husus, yağmur durumunda zeminin kolayca drene edilip edilemeyeceği, çimlerin ve yaprakların altında gopher

ve küçük hayvan deliklerinin olup olmadığıdır. Çünkü bu tür delikler yılanların ve kemirgenlerin evi olabilirdi. Ailenin kadını ya da anne çadırının yerini sadece seçmekle kalmaz, aynı zamanda kendisi de kurardı. Çadır çok büyük olsa da bir erkekten asla yardım almazdı. Ailenin ikinci reisi olarak kadının etrafında her zaman çok sayıda başka kadınlar vardır. Bunlar- belki bir büyükanne ya da başka bir akrabaydı, onlar her zaman gönüllü yardımcıları olmuşlardır. Çadır kurulur kurulmaz ateş yakılır, temiz ot toplanıp yere serilir ve bu ham deri kilimlerinin üzerine atılırdı. Bu kilimler sertti ve kolayca kaldırılacak şekilde hazırlandıkları gibi sık sık tozlanıp temizlenmek için dışarı çıkarılmalarına gerek yoktu.

Çadırın içindeki eşyalar tabaklanan derilerin birbirine dikilmesi ve uygun büyüklükte yer kilimlerine dönüştürülmesiyle oluşturulurdu. Yastık olarak yumuşak güderi yastıkları pamuk ağacı ipliyle doldurdular ve üç ayaklı yatağın üzerine serilmiş battaniyeleri bitirdiler. Kızılderili kadının evinin kahverengi duvarlarında parlak renkli tüylerle süslenmiş boyalı çantalar ve giysi kapları asılıydı. Her şey onun çalışkan elindeydi ve düzenlemenin gözetmeni yoktu. İnşaatta kullanılan malzeme ne olursa olsun hiçbir ev, yeni dikilmiş bir çadırdan daha temiz, daha sağlıklı veya yaşanabilir değildir. Ve gölgeli lambalarla loş bir şekilde aydınlatılan hiçbir ev, bir sedir ateşinin titreyen parıltısıyla aydınlatılan bir çadır evden daha neşeli olamaz.

Ev, Lakota toplumunun merkeziydi - iyi sosyal üyelerin olduğu ve kabilenin gücünün aktığı yer. İşte o yavrular ana-babaya, barınmaya, çeteye, kabileye ve kendine karşı görevlerini öğrendiler.

Kadının işi genellikle aile için yemek pişirmek, çadırı düzenli tutmak ve ev halkının giysilerini dikmekti. İyi eş aileden birinin kıyafetinin azalmasına asla izin vermezdi. Yapılması gereken giysiler, mokasenler,

³⁸ O'Callaghan, *a.g.e.*, s. 6.

³⁹ 1933'te Luther Standing Bear adlı bir Sioux Şefi, halkının bazı eski efsanelerini yazdı: Bu efsaneye göre Sioux halkının ortaya çıkışı şöyle izah edilmektedir: "Efsanelerimiz bize yüzlerce ve belki de binlerce yıl önce ilk insanın büyük ovalarda topraktan çıktığını söylüyor. Hikaye, uzun zaman önce bir sabah yalnız insanın topraktan yükselen güneşle yüzünü uyandırdığını söylüyor. Sadece başı görünüyordu, vücudunun geri kalanı henüz şekillenmemişti. Adam etrafına baktı, ama hiçbir dağ görmedi, nehirler, ormanlar yoktu. Yumuşak ve titreyen çamurdan başka bir şey yoktu, çünkü yeryüzü hala gençti.

Adam vücudunu yapışan topraktan kurtarana kadar kendini çekti. Sonunda yeryüzünde durdu, ama sağlam değildi ve ilk birkaç adımı yavaş ve belirsizdi. Ama güneş parladı ve adam yüzünü döndü Zamanla güneş ışınları yeryüzünü sertleştirdi ve adamı güçlendirdi ve koştur ve sıçradı, özgür ve neşeli bir yaratık. Bu adamdan Dakota ulusu ve bildiğimiz kadarıyla halkımız çıktı. bu ova üzerinde doğdu ve öldü ve kimse bizimle paylaşmadı Avrupalı gelene kadar. Yani bu büyük düzlüklerin ülkesi, Dakotalar tarafından kendilerine aitmiş gibi sahipleniyor. (O'Callaghan, *a.g.e.*, s. 6).

cübbeler ve battaniyeler, eldivenler, bereler ve atkılar onun işiydi⁴⁰.

8 Çocuk

Kızıl derili kabilelerinden biri olan Lakota örneğinde olduğu gibi bütün bebekler bufalo derisinden yapılmış yumuşak, sıcak giysilere sarılırdı. Genellikle sert bir ham deri tahtasına yatırılır. Bebeğin vücudunun düz ve boynunun başını kaldıracak şekilde güçlenmesini sağlayan bu tahta yatak uzun zaman kullanılırdı. Lakota bebeğinin başı güzel, yuvarlak ve gösterişli olmalıydı. Bebeğin başına geyik derisinden bir yumuşak bir şapka dikilirdi. Altı veya sekiz ay boyunca başın yapısını korumak için şapka giyilmeye devam ederdi. Geceleri ateşin yanında yatırılır ve manda yağıyla ovulan vücudu ısıya karşı dirençli olması için günlerce açıkta bırakılırdı. Bütün bu bakım bebeğin sağlıklı ve dik duruşlu bir adam olması içindi. Bu sayede kasları güçlü, kolay koşan, yüzebilen, tırmanan, ata binen, sıçrayabilen bir kişi olmasına uğraşılırdı. Anne gereğinde babasıyla olan ilişkisini, çocuğu uğruna tamamen kesebilirdi. Zayıf ve çelimsiz bir çocuk Lakotalı anne için yüz karasıydı. Bu ilgi altı yaşa kadar devam ederdi ve bu Lakotalı kadının yasasıydı⁴¹.

9 Avcı, İzci ve Savaşçı

Lakota çocuğu bir avcı, izci ya da savaşçı olurdu. Her çocuk bu üç görevden birini seçmesi gerekiyordu. Yetişkinliğe ulaştığında eğitime en uygun olan şeyi takibe hazırdı. Her üç yeteneğe sahip çok az insan vardı. En cesur savaşçı her zaman en iyi izci olmadığı gibi mutlaka iyi bir izci iyi bir avcı da değildi. Erkekler geliştikçe uzman birer avcı da oldular. Korkusuz olanlar bir bufalo sürüsüne dalarak, bufalolara binebildiler. Savaşlarda gençler arkada tutuldu. Bir çoğu hayatlarının bir döneminde tıp eğitiminden geçirilir, ruhaniyet güçleriyle iletişim kurmayı öğretilirdi. Genç adam büyük bir savaşçı olmak için yetiştirilirken aynı zamanda zorlu bir karakter testinden de geçirilirdi. Cesur, onurlu, dürüst ve cömert olmaları temin edilirdi. Bu uğurda son atından, silahından veya yiyeceğinden ayrılacak kadar güçlü olmaları temin edilirdi. Acıya katlanmak, savaşın yaralarını taşımak, ölüm karşısında gülmek bir Lakota yiğidi için en önemli özelliklerdi. Bunun için cesaretli olması gerekirdi ki sadece cesur olanlar ŞEF olabilirdi.

Bir Lakota gencine bırakılan en önemli miras: “Oğlum, senin yaşlı bir adam olmak için yaşadığını asla görmek istemiyorum. Savaş alanında genç öl. Bir Lakota böyle ölür.” Şeklindeydi. Bu tavsiyenin tüm amacı, ne kadar fedakarlık yapılırsa yapılsın kabileyeye karşı görevden asla kaçınılması gerektiği idi⁴².

10 Erdem

Yerlilerin çoğu büyük bir erdeme sahipti. Her insan gibi hem kusur hem de erdeme sahip olan Lakota insanı çalışkandı. Tüm yaşamı boyunca aktifti, oturmak onun için ayıptı. Yerliler tembeldir ifadesi Avrupalıların sosyal düzenlerine dürüst ve doğru olarak kıyaslama yapamamasından kaynaklı olarak söylenir. Kızılderililer beyaz adamın kusurlarını benimsemeye aceleci davrandığı için bu söyleme maruz kalmıştır. Yaşam konusundaki insancıl düşünce onun beyaz adamın sahip olduğu ferdi girişimden yoksun bıraktı ve gelişmedi. Sonunda beyaz adamın dünyasının bir parçası olmaktan kurtulamadı. Ancak Lakotalı cesurdu. Baba oğluna “cesur olmayı” bir erdem olarak öğretirdi. Beyaz adamda olmayan tek şey de cesaretti. O sebeple hile ve fitne onun en kıymetli silahıydı⁴³.

11 Evlilik

Gençler evlilik için sadece aralarında verdikleri bir sözle nikahlandılar ve kendi rızaları evlilik için yeterli görüldü. Bunun için ayrıca bir otorite yoktu. Sadakat yeminini harekete geçiren hiçbir güç olmadığı için sadakatin bozulması durumunda da kimse müdahale edemezdi. Bu temel gerçek üzerinde karar kılan Lakota felsefesi gençlerin hayatlarının geri kalanında birlikte yaşamalarını çoğunlukla temin ederdi. Nişanlılık çoğu zaman birkaç yıllık bekleme ve hazırlık süreciyle devam eder, evlilik her iki taraf için onurlu bir olgu olduğu konusunda gereken öğreti verilmiştir. Bu genç bir kadının evinin kadını olması kadar, genç bir erkeğin iyi bir avcı, iyi bir eş ve iyi bir savaşçı olması için gerekli bir öğretilirdi.

Gelinin kabulü evin annesinin tutumuna bağlıydı. Erkek çocuk annesi tarafından eş seçiminde serbest bırakılırdı. O sebeple getirilen gelin reddedilmez ancak onun ailenin bir ferdi olduğunun kabulü için el maharetinin görülmesi istenirdi. Eve gelen gelin yatağın kenarına oturur yüzünü açmazdı. Anne onu kabul ettiğini göstermek için yemek yapar davet ederdi. Sonra geline bir parça deri, bir parça güderi verirdi. O da çantasını

⁴⁰ Bear, a.g.e., s. 72-73.

⁴¹ Bear, a.g.e., s. 15-16.

⁴² Bear, a.g.e., s. 42-43.

⁴³ Bear, a.g.e., s. 60-61.

çıkartır ve istenilen makosenleri yaparak ailenin çalışan üyeleri arasına katılabileceğini kanıtlardı. Bu sınavdan sonra artık mutlu aile kurulmuş olurdu⁴⁴.

12 Çadır

Çoğu insan için çadır, yerli Amerikan yaşam tarzının bir sembolüdür. Bu büyük koni şeklindeki örtü, batı otlaklarındaki manda avcıları tarafından icat edildi. Yaklaşık yirmi fit uzunluğunda yaklaşık on iki ince, ahşap direktten oluşan bir çerçeve etrafında inşa edilirdi. Direklerin ince uçları, bufalo postu şeritleriyle birbirine bağlanır ve direkler, alt uçları yaklaşık on beş fit çapında bir daire oluşturana kadar alana yayılırdı. Kırk kadar bufalo derisi birlikte dikilerek bu direklerden oluşan çerçeveye yayılarak örtülür ve uçları mandallarla yere sabitlenirdi. Yan tarafta bir deri kanadı ile kaplı bir kapı aralığı ve üstte bir açıklık baca görevi görüyordu. Çadırın dışı, dini veya tarihi anlamlar taşıyan boyalı desenlerle süslenirdi⁴⁵.

Kuzey Amerika'nın kuzeybatı kıyısındaki insanların yaşam tarzı yine farklıydı. Ormandan fındık ve çilek topladılar, ancak ana besinleri balıktı, özellikle nehirlerin ve okyanusun somonu. Her bahar Pasifik'ten yüz binlerce somon yüzdü ve yumurtlamak için hızlı kürek çeken nehirlere doğru ilerlerdi. Bu sezondaki birkaç aylık çalışma, Pasifik kıyılarındaki insanlara bir yıl yetecek kadar yiyecek sağladı⁴⁶.

Bu yiyecek bolluğu, Pasifik kıyısındaki kabilelere ziyafet çekmek, oymak ve inşa etmek için zaman verdi. Haida gibi kabileler, özenle oyulmuş duvarlar ve kapı direkleriyle ahşap kalaslardan inşa edilmiş büyük evlerde yaşıyordu. En önemli oymalar totem direklerindeydi. Bunlar, bazı kabilelerin evlerinden yerleştirdikleri, ancak Haida'nın evin bir parçasını yaptığı, özel olarak dekore edilmiş ağaç gövdeleri idi. Totem direğindeki oymalar, evde yaşayan ailenin geçmişinin bir kaydıydı.⁴⁷

Kuzey Amerika'daki Kızılderili halkları çok çeşitli yaşam biçimleri geliştirdiler. Hepsi kabilelerin yaşadığı doğal ortamlara uygun ve yüzyıllarca sürdü. Ancak Avrupalıların silahlarıyla, hastalıklarıyla ve toprak açıklarıyla gelişi sonunda hepsini yok edecek.⁴⁸

13 Potlatches

"Potlatch", Kuzey Amerika'nın zengin Pasifik kıyısı kabileleri arasında popüler bir törendi. Kelime "hediye vermek" anlamına gelir. Modern bir potlatch, konukların konuklara hediyeler verdiği bir tür partidir, ancak orijinal potlatch törenleri çok daha ileri gitti. Bir ailenin reisi veya reisi, ne kadar zengin olduğunu göstermek ve saygı görmek için sahip olduğu her şeyi verebilir. Utanç vermektan kaçınmak için, hediyeleri alan kişinin daha da fazlasını geri vermesi gerekiyordu. Bunu yapmazsa bütün ailesi utanç içinde kalmıştır⁴⁹.

14 Şef

Genel olarak Kızılderililerden her grup bir şeflik altında toplanmıştı. Buna rağmen bütün şeflikler Kızılderili ulusunun birer parçasıydı. Kabile veya bağlantılı olmayan diğer yerli halklara Oyate denirdi. Crow halkı Kangi Wicase Oyate veya Crow Nation olarak adlandırılırdı. Gruplar küçük, orta ve büyük olarak izafe edilirdi. Otuz veya kırk aileden yüz veya daha fazla aileler büyük grupları teşkil ederdi. Ancak grupların önemi cesaretleri veya şeflerinin sayısının çokluğuyla kaim idi.

15 Köy

Köyler birkaç grubun bir araya gelmesiyle kurulurdu. Kızıl derililerin en etkin faaliyet alanı olan köy gruplara güç ve güvenlik sağlardı. Eski zamanlarda ortak düzenleme, dopa köyü ya da dört daire yada çete köyü şeklinde yapılırdı. Bu dört dört birleşenin ortasında orta veya orta anlamına gelen hocoka denilen kare şeklinde bir yer vardı. Bu iç veya orta alan adını alırdı. Bu alan oyunların, törenlerin ve her türlü şenliğin yapıldığı bir buluşma alanıydı. Hocoka, Pueblo köylerindeki meydanlar ve plazalar gibi kullanılmaktaydı.

Burada izah edilmeye çalışılan öğeler Kızılderili kültürünün ne denli zengin öğeler içerdiğini göstermektedir. Köy kültürü, şeflerin konumu, evlilik, kadının ve çadırın önelliği, çocuğun yetiştirilmesi, gençlik, savaşçılık ve nihayet evlilik şeklinde şekillenen kültürün başta da denildiği gibi Orta Asya kökenli topluluklarla büyük benzerlikler taşıması yönünden yakinen tetkik edilmeye değerdir.

Amerikan kültürü içerisinde Kızılderililerin belki de en son temsilcilerinden olan ve yukarıda bahsi geçen

⁴⁴ Bear, *a.g.e.*, s.90-91.

⁴⁵ O'Callaghan, *a.g.e.*, s. 6.

⁴⁶ O'Callaghan, *a.g.e.*, s. 7.

⁴⁷ O'Callaghan, *a.g.e.*, s. 7.

⁴⁸ O'Callaghan, *a.g.e.*, s. 7.

⁴⁹ O'Callaghan, *a.g.e.*, s. 7.

öğelerin en iyi şekilde temsil edildiği bir diğer topluluk Seminole kabilesidir. Bu kabile on dokuzuncü yüzyılda beyaz adama karşı büyük mücadele vermesine rağmen kendini koruyamamış olabilir. Ancak bu mücadele Kızılderililerin ortaya koydukları yüksek şecaat, ahlak ve sözünün eri olmak vasıflarının on ikibin yıllık tarihleri boyunca korunan en önemli kültür öğeleri olduğunu çağımıza kadar taşınmasını sağlamış olması bakımından büyük öneme sahiptir. Bu kültürün 1817-1858 yılları arasında beyaz adama karşı sürdürdükleri var olma mücadelesi Kızılderililerin Amerikadaki varlıklarının belki de en son ve en etkileyici göstergesi olmuştur.

16 Dil

İspanyollar Amerika'ya ulaştıklarında kıtada milletlere bölünmüş 18 Milyon yerli yaşamaktaydı. Bu yerli kabileler 200 yıl içinde saldırılardan, hastalıklardan ve beyaz adamın entirikalarından kaynaklı çatışmalar sebebiyle yok olmuşlardı. 1700'lerin başlarında sayıları yüzbinlere düşmüş olan bu kabilelerin büyük çoğunluğu şimdiki Georgia ve Alabama olarak adlandırılan bölgelere sıkışıp kalmışlardı. Bu kabilelerden bir kısmı çatışmalardan kaçarak Florida'ya göç ettiler. Filorida'da da aralarındaki husumetler bitmedi. Bu husumetlerin büyük bölümünü farklılaşan dil yapıları ortaya çıkarmaktaydı. Başlıca dil gruplarını Mikasuki ve Muskogee oluşturmaktaydı. Mikasuki, Tallahassee Nehri'nin kuzey bölgelerindeki iki dil grubunun en eskisidir. Diğerleri ise Alachua Prairie civarında toplanmışlardır. Florida yerlileri için kullanılan en yaygın terim Seminole olup, bunların bağlı oldukları dil grubu ise Mikasuki'dir. Aynı dili konuşan ve Okeechobee Gölü'nün kuzey batısında yaşayan 78 ayrı kabilenin var olduğu bilinmektedir⁵⁰.

17 Seminole Kültü

Florida'daki Amerikan Kızılderililerinin tarihi yaklaşık on altı bin yıllıktır. Florida'daki ilk yerlilerin izlerine Aucilla Nehri üzerinde M.Ö. 12000'lere kadar uzanır. Bu yerliler genelde kıyı bölgelerden nehirler, akarsular ve göller boyunca yayıldılar. Avcılık, balıkçılık ve çok çeşitli bitkiler ile yabancı meyveleri toplayarak yaşamlarını sürdürdüler. Eyaletin kuzeyinde Leon ve Jefferson adıyla bilinen bölgelerde mısır, fasulye ve

diğer mahsullerin yanı sıra avlanma, balık tutma ve benzeri etkinliklerin izlerine rastlanmaktadır. 1513'te Juan Ponce de Leon Atlantik'i ve Meksika Körfezi'nin alt kıyılarını keşfettiğinde Florida topraklarında yaklaşık 350.000 Kızılderili yaşadığına dair bilgiler vardır. İnşa ettikleri köyler, plazalar, höyükler ve hatta çöplükler dikkat çekici unsurlar olarak hala varlığını sürdürmektedir. Tallahassee yakınlarında Lake Jackson bölesinde bulunan en büyüğü dikdörtgen tabanlı olup 90x100 yarda ölçülerinde ve 36 fit yüksekliğinde yedi büyük höyüğü bulduğu kasabaların varlığı onların geçmişine işaret etmektedir. Çok farklı dillere sahip olan bu etnik gruplar, kendilerine özgü siyasi bir oluşum olarak varlıklarını sürdürdüler.

Bütün bu tarihi verilere rağmen Florida Kızılderilileri Ponce de Leon'un Florida yolculuğunu izleyen iki buçuk asırda tamamen yok edilmişlerdir. Söz konusu 350.000'lik nüfus beyaz adamın entirikaları, kıtaya taşıdığı hastalıklar, tertipledeği savaşlar, aldıkları köleler ve sürekli sürgünde bıraktıkları toplulukların azalan doğum oranlarının kurbanları oldular.1760'lı yıllara geldiğinde Florida Kızılderilileri sadece birkaç grup kalmıştı. Bunların adları Avrupa sömürü belgelerinde Timucua, Calusa, Ais, Apalachee, Teguesta, Jeaga ve diğer yüzlercesi⁵¹.

Florida'nın yerli nüfusunun son kalıntılarının beyaz adam (İspanyollar ve İngilizler) tarafından yok edilmesinin ardından, Fransızların sömürdüğü bölgelerden yeni sürgünler Florida'ya gelmeye devam etmiştir. Bunlar arasında Alabamis, Hitchitees, Koasatas, Natchez ve Tuskegees, hatta bir Shawnee grubu da dahil olmak üzere Creek Konfederasyonu'na bağlı birçok kişi vardı. Creek halkının Florida'ya taşınmasının bir nedeni, Aşağı Dereler (Beyaz Çubuklar) ve Yukarı Dereler (Kırmızı Çubuklar) olarak bilinen bu ayrı bölümler, kaosa ve yerleşik siyasi ve kültürel yapıların yıkımına yol açtı. Başlangıçta, bu göç esas olarak kuzey Florida'yı etkiledi, ancak kısa süre sonra Creek ve diğer Kızılderililer, Florida'nın doğal kaynakları ve fırsatlarından yararlanarak İspanyol sömürgesi olan güney Florida'nın merkezine taşındılar⁵².

⁵⁰ *Florida Seminole Wars: Heritage Trail*, (Ed. John Missal and Mary Lou Missal), Florida 2015, p.2 vd; John Haney, "The Seminole Way: The Path To The 2011 Reestablishment of The Seminole Nation of Oklahoma Tribal Court System", *Tribal Law Journal*, Vol. 15, 2015, p.4

⁵¹ I.S.K. Reeves V ve Sara W. Reeves, *Enduring Beauty, Seminole Art ve Culture, The Orlando Museum of Art*, Filorida 1820, s. 5.

⁵² Reeves-Reeves, *a.g.e.*, s. 6.

Bu yeni gelenler doğal ve politik ortamlarına çok uygun bir yaşam biçimi geliştirerek Florida, Alabama ve Georgia'da yaşayan akrabalarından bağlarını koparmış oldular. Florida'nın merkezine gelen bu yeni sürgün Kızılderililer burada yeni bir isimle anıldılar: Seminole⁵³.

Seminole adının nasıl ortaya çıktığı konusu çeşitli varsayımlara dayanır. Eldeki veriler ismin "çılgınca kaçmış" veya "kırılmış" anlamına gelen İspanyolca "Cimmaron" kelimesinden geldiği yönündedir. Bazı kaynaklarda Creek Kızılderililerine atfen ortaya atılan bir terim olduğunu, hatta Güney Florida'ya gelenlerin geldikleri topraklara yönelik bir hatırayı canlı tutmak adına sahiplenildiğini de iddia edilmektedir. Gerçekte Seminole Kızılderilileri Florida'yı kendi vatanları haline getiren birkaç Kızılderili grubun birleşmesiyle olratay çıkan ve aralarında farklı diller konuşan yeni bir konfederasyonun adı olduğu söylenebilir. Nihayetinde bu farklı diller, on sekizinci yüzyıla doğru tek bir kabile, dek bir dil ve tek bir yaşam tarzı benimseyen Seminole Kabilesine dönüşmüştür⁵⁴.

Seminoleler, son derece gururlu, becerikli ve bağımsızlıklarına düşkün insanlardı. William Bartram, Florida'ya yaptığı gezilerde rastladığı bu insanları tamınlarken; "...yiğitliklerinden gurur duyan...yabancılarla olan ilişkilerinde kibirli...ve yabancılarla olan ilişkilerinde kibirli...ve şiddetli kararlılıklarında kibirli" ya kendi topraklarını yönetemezler ya da bu girişimde ölebilirler..."⁵⁵ ifadelerini kullanır.

Seminoleler, her ne kadar sömürge imparatorlukların sömürdükleri Florida toprakları üzerinde yaşam sürüyor olsalar da, Amerika'nın gerçek sahipleri olarak hiçbir zaman birer sömürge olduklarını kabul etmeksizin yaşamlarının sürdürmüşlerdir. Gerek İspanyolların ve gerekse İngiliz ve Fransızların bütün baskılarına rağmen boyun eğmedikleri gibi, kendi topraklarına izinsiz giren bu devletlerle ve özellikle de Amerikalı beyaz adam ile ölümüne bir dizi savaşın ezilen, yok edilen ancak buna rağmen teslim olmayan tarafı olmuşlardır⁵⁶.

18 Seminole Savaşları ve Seminole Soykırımı (1818-1858)

İspanyolların Amerika Kıtası'na ayak bastıkları 1503-1513 yılları arasında Florida'da yaklaşık 350 bin nüfus bulunurken Amerika'nın İspanyol, İngiliz, Fransız sömürgelerinde yaşayan toplam 18 milyon yerli nüfus olduğu iddia edilmektedir. 1600'lere gelindiğinde ise beyaz adamın vahşi saldırıları ve Avrupa'dan kıtaya taşıdığı hastalıklar sonucunda tüm Amerika kıtasında yüzbinlerle ifade edilen bir nüfusun kaldığı ileri sürülmektedir⁵⁷.

Aynı yüzyılda Avrupa'dan kıtaya taşınan beyaz yerleşimcilerin ise 40 milyonun üzerinde olduğu düşünüldüğünde bu yeni istilacıların yerlerinden yurtlarından çıkardıkları Kızılderili kabileleri nasıl ve ne şekilde yok ettiklerini ortaya koyabilecek elle tutulur bir belge olmamakla beraber, kıtaya gelen yoğun nüfusun yerleşimlerinin arasında kalan yerli nüfusu nasıl ortadan kaldırdıklarına yönelik veriler aslında Avrupalıların kendi kıtalarında ve yakın kıtalar Asya ve Afrika'da ortaya koydukları icraattan tahmin edilebilir. Avrupalılar kendi nüfuslarına yer açmak amacıyla güç ve imkan bakımından oldukça zayıf olan bu kabileleri sürgüne göndermek veya tamamen katletmek konusunda hem fikirdiler ve bunu yaparken de oldukça acımasız yöntemler kullanmaktan, kabile bireylerinin erkeklerini öldürerek, kadın ve çocuklarına el koymak, satmak veya köleleştirmekten çekinmedikleri anlaşılmaktadır.

Seminole kabilesi Creek kabilesinin iki ayrı parçasından birini oluşturur. Seminole kabilelerinin ataları Mississippi bölgesinden Florida bölgesine muhtemelen M.S.700'lerde yerleşmişlerdi. Avrupalılarla ilk temasları ise ilk kaşifler olan Kolomp ve ekibinin adaya basmasından yaklaşık 30 yıl sonra, yani 1520'li yıllarda olmuştur⁵⁸. Beyaz adam, 1700'lerin başlarında Florida'da yeni yerleşim yerleri açmaya başlayan Seminole yerlilerini önce kendi aralarında çatıştırıp zayıflatmak ve daha sonra tek tek ortadan kaldırmak piresibiyle hareket etmiştir⁵⁹.

İspanyollar, İngiliz toprakları ile aralarında bir tampon bölge oluşturabilmek için Florida'ya gelen Seminole

⁵³ Reeves-Reeves, *a.g.e.*, s. 6.

⁵⁴ Reeves-Reeves, *a.g.e.*, s. 6.

⁵⁵ Reeves-Reeves, *a.g.e.*, s. 6.

⁵⁶ Reeves-Reeves, *a.g.e.*, s. 6.

⁵⁷ Haydar Çoruh, "Amerika Birleşik Devletleri Tarihinde Seminole Soykırımı (1818-1858)", *Vakanivis-Uluslararası Tarih Araştırmaları*

Dergisi, Cilt: 5, Sayı: 2, Sakarya 2020, s. 615. Bradley C. Bennett, "An Introduction to the Seminole People of South Florida and Their Plants (Part I: History and Ethnology)", *The Palmetto*, Summer 1997, s.19-21.

⁵⁸ Haney, *a.g.m.*, s.4 vd.

⁵⁹ Çoruh, *a.g.m.*, s. 616.

yerlilerini sınır bölgelerine yerleştirmeyi tercih etmişlerdir. Bu ilk sürgünler daha sonra bölgeye gelen yeni yerleşimcilerle ilişkilerini geliştirmiş ve daha büyük koloniler oluşturmuşlardır. Bu koloniler on dokuzuncu yüzyılın başlarında Aşağı Chattahoochee Nehri ve Flint Nehri boylarından harekete geçerek Lower Creek kasabasının daha daha aşağılara inerek Coosa, Tallapoosa ve Alabama Nehri'nin döküldüğü alanlara yani Upper Creek'e yerleşmişlerdir. Söz konusu kabile 1702-1812 yılları arasında altı ayrı Creek köyü halinde yerleştikleri bu topraklarda şef denilen "scoffee creek" adlı bir yöneticinin emrinde varlıklarını sürdürmüşlerdir⁶⁰.

Amerika Birleşik Devletleri birliğin kurup yayılma siyaseti uygulamaya başladığında ilk önce bağımsızlıklarını kazandıkları İngilizlerle savaşmak zorunda kalmışlardır. Bu savaşlar sırasında İngilizler, kendi askerleri yerine çoğunlukla ABD askerlerinin karşısına sömürdükleri yerli kabileleri çıkarmayı tercih etmişlerdir. Bu kabileler bazen yalnız olarak bazen de İngiliz hamilerinin öncülüğünde ABD'ye karşı bir dizi mücadele vermek zorunda kalmışlardır. Avrupa'dan devşirdiği teknoloji ile giderek büyük bir güç haline gelen ABD, genişleme siyaseti sırasında pek çok yerli kavmi tamamen ortadan kaldırmıştır. Buna rağmen direnenler Missisipi, Florida, Alabama, Georgia bölgelerine sığınmak zorunda kalmışlardır. Bu bölgelerin hamileri olan İspanyol ve Fransızlar, İngiliz düşmanlığı karşısında ABD'nin yanında yer alarak, kendi sömürgelerindeki yerlileri yeni sınırdaşlarıyla iyi geçinmeye zorlamışlardır.

ABD Başkanı James Madison, 1811'de İngilizlere karşı kendilerine destek veren İspanyollardan barışçıl yollarla Florida'yı almak isteyince burada bulunan Kızılderililer 1812-1820'li yıllar boyunca yeni bir sürgün hayatıyla karşı karşıya kalmışlardır. İspanyollar ve ABD, çoğu Creek kökenli bu kabilelere Georgia ve Alabama topraklarını yeni yerleşim yerleri olarak göstermişlerdir. Ancak, özgürlüklerine sıkı sıkı bağlı olan bu kabileler Florida'dan çıkmaktansa savaşarak vatanlarında ölmeye kararlıydılar⁶¹.

ABD'nin Florida'yı İspanyollardan para karşılığında satın aldığı bu günlerde, Afrika kökenli siyahilerin kölelikten sıkılarak özgürlüğe kaçmaya başladıkları ve

vatan olarak da Seminole kabilelerinin bulunduğu Florida topraklarını seçmeleri, Creek kabilelerine yeni bir güç olmuştur. Bu katılımlar bir süre sonra o dereceye gelmiştir ki, artık yeni bir kabile olarak Siyahi Seminole de denilen yeni bir kitle ortaya çıkmıştır. Bu kabile ABD'nin zirai ve sınai toplumu içerisinde Creek kavimlerinin bilmediği medeniyet unsurlarına vakıf olarak geldikleri bu topraklarda, hiç beklenmedik yeni bir birliğin doğuşunu temsil ettiler⁶². Bu yeni birliktelik, ABD'nin saldırılarına dur diyecek yeni bir dirilişin de başlangıcını oluşturmaktaydı.

19 Birinci Seminole Savaşı (1817-1819)

Birinci Seminole Savaşı'na sebep olan olaylara kısaca bir değinmekte yarar vardır. Bu savaşın ortaya çıkışından 16 yıl önce Napolyon Bonapart, Avrupa ve Asya'daki savaşlara gelir temin etmek amacıyla bu günkü ABD eyaletlerinden Louisiana'yı 1803'te 15 milyon dolara ABD'ye satmıştır. Amerikalılar Fransa'nın taraftarlığını kazanmak amacıyla böyle yüksek bir meblağ ile savaşmadan aldıkları bu toprakları daha da genişletmek istediklerinde karşılığında İspanyollar çıkmıştır. ABD, Florida topraklarını da İspanyollardan para karşılığında talep ettiklerinde bu konuda Fransızlardan farklı bir tavırla karşı karşıya kalmışlardır. 1809'da Amerika ile İngiltere arasında baş gösteren savaş durumu bu meselenin bir müddet ertelenmesine sebep olmuştur. İngiltere-ABD arasında 1812'de başlayan savaş İngiltere'den New Orleans'ın alınmasıyla sonuçlanmıştı⁶³. Ancak aynı yıl Kızıl Çubuklar olarak bilinen Creek Kızılderililer ile ABD güçleri arasında yapılan Horseshoe Bend Savaşı, sonradan ABD başkanı olacak olan General Andrew Jackson'un tam bir yerli katliamıyla sonuçlandı. Bu savaşta 800'den fazla yerli öldürülürken, ABD kuvvetlerinden sadece 49 kişi kaybedilmişti. Savaş bizzat Jackson tarafından "korkunç bir katliam" olarak nitelendirilmiştir. Savaş sonrasında yapılan ve ABD tarihinde Fort-Jackson Antlaşması olarak geçen anlaşmada Creek Konfederasyonu 23 milyon dönüm araziye içeren vatan toprağını ABD'ye terk etmek zorunda kalmıştır⁶⁴. Bu savaş ABD tarihinde bir utanç kaynağı olmasına rağmen kitlelere büyük bir zafer

⁶⁰ Bennett, *a.g.böl.*, s. 20; Carolyn Thomas Foreman ve Billy Bowlegs, *Chronicles of Oklahoma*, Vol. 33, No. 4, s. 512 vd.

⁶¹ Çoruh, *a.g.m.*, s. 618.

⁶² Jane Anne Blakney-Bailey, *An Analysis Of Historic Creek And Seminole Settlement Patterns, Town Design, And Architecture: The*

Paynes Town Seminole Site (8a1366), A Case Study, (Doctora, University of Florida), 2007, s. 16 vd.

⁶³ Çoruh, *a.g.m.*, s. 620.

⁶⁴ Justin Scott Weiss, *The Ghosts of Horseshoe Bend Myth, Memory, and the Making of a National Battlefield*, (Master Thesis, Arizona State University), May 2014, s. 1.

olarak tanıtılmıştır. Ancak son dönemlerde bu utancın altında ezilen ABD, bu savaşı tarihin sayfalarına gömerken, bir yıl sonra 5 Ekim 1813'te gerçekleştirilen ve Shawnee lideri Tecumseh ile Indiana eyaleti valisi William Henry Harrison arasında meydana gelen ve Tecumseh Savaşı olarak adlandırılan savaş, ABD tarihinde halen anlatılan ve hatırlanan bir olay olmaya devam eder⁶⁵.

Amerikan yerlilerinin kışkırtılması sonucunda ABD ile yerliler arasında savaş 1814'te yeniden başladı. ABD'li general Andrew Jackson'un devreye girmesiyle savaş yerlilerin aleyhine neticelendi. Jackson, Creek liderlerini barış şartlarını görüşmek için Fort Jackson'a çağırıldı. Yukarı Creek ileri gelenlerinin çoğu öldürülmüş olduğu için Coweta, Tuckabatchee, Hillabee, Coosa ve Tuskegee gibi çeşitli kabileler anlaşmayı onaylamak zorunda kaldı. 9 Ağustos 1814'te imzalanan Fort Jackson Antlaşması sonucunda Kızılderililer Georgia-Alabama bölgesinin yaklaşık yarısını kaybetmişlerdi⁶⁶. Ancak Seminole kabilesi bu anlaşmaya onay vermemiştir⁶⁷.

ABD ile Seminole kabilesi arasında 1817-1858 yılları arasında süren üç ayrı savaş yapılmıştır. Bu savaşların ilki olan Birinci Seminole Savaşı (1817-1818)'nin gerçek sebebi aslında Fort Jackson Antlaşması olsa da, ABD tarihinde savaşın sebebi, Seminoleler arasında yaşayan kaçak siyah kölelerin geri alınması girişimlerinin olduğu ifade edilir. Savaş General Andrew Jackson'ın komutasındaki ABD askeri güçlerinin bölgeyi işgaliyle başlamış olup, Seminole kabilesinin yaşadığı köylerin dağıtılmasının yanı sıra kasabalarının da yakılmasıyla devam ettirilmiştir. Savaş sırasında Jackson, kendisine verilen emirlere itaat etmeyerek İspanyolların elindeki Pensacola ve St. Marks'ı ele geçirmesi üzerine, ABD ile İspanya arasında yapılan 1819 tarihli Kıtalararası Anlaşma hükümleri uyarınca İspanya, Florida topraklarından vazgeçmek zorunda kalmıştır. ABD, bu anlaşma ile 5 milyon dolar karşılığında İspanyol Floridası'na ait toprakları satın alarak topraklarına katmıştır⁶⁸.

⁶⁵ Yetenekli bir Shawnee savaşçısı ve karizmatik hatip olan yerli lideri Tecumseh ile Indiana Eyaleti federal valisi William Henry Harrison arasında yapılan bu savaş, Tecumseh'in bir pan-yerli federasyonunun Amerika'nın batıya doğru genişlemesini durdurabileceğine veya yavaşlatabileceğine inanıyor olmasının yanı sıra ABD'nin batıya doğru genişleyerek bütün yerli topraklarını ele geçirebileceği inancının çatışmasının bir sonucu olarak ortaya çıkmıştır. Ancak Tecumseh'in ölmesiyle sona eren bu savaş Harrison'un yüceltmesi sonucunda iki yüzyıl sonra dahi hatırlanacak bir olaya dönüşmüştür. (Robert Yagelski, "A Rhetoric of Contact: Tecumseh and the Native

ABD, Florida'nın tapusunu bu şekilde ele geçirdikten sonra burada yaşayan Kızılderili-Siyahi kavim Seminoleleri yeni bir sürgüne göndermek için harekete geçmiştir. Ancak bu duruma karşı çıkan Siyahi Seminoleler, ABD ordusuna karşı koyabilecek yeni bir gücün doğuşunu hazırladılar. 1817 yılı sonlarına doğru Amerikan Ordusu Güneybatı Georgia'daki Fowltown Seminole köylerine bir dizi saldırı düzenledi. Ancak bu saldırılarda daha ziyade ABD'li askerler öldü. Mart 1818'de göreve gelen ABD'li general Andrew Jackson 3000'den fazla adamıyla Tallahassee bölgesindeki Miccosukee köylerini yok etmiştir⁶⁹. Ancak bu savaş sırasında ne kadar yerlinin öldürüldüğü konusunda ABD tarihçileri tarafından bir sayı verilmemiştir.

20 İkinci Seminole Savaşı (1835-1842)

Bu savaş, çoğu Seminole'nin kendileri için özel olarak Okeechobee Gölü'nün kuzeyinde kurulmuş olan son konaklama yerlerini terk etmeyi ve Mississippi Nehri'nin batısına taşınmayı reddetmesi sebebiyle çıkmıştır.

ABD, İspanyollardan satın aldığı Florida'yı Seminole kabilesinden kesin olarak temizlemek için çıkardığı 1830 tarihli "Kızılderili Tehciri (Indian Removal Act)" yasasıyla yaşlarına ve cinsiyetine bakılmadan bütün kabilelerin kundaktaki bebelerden beli kambur ihtiyarlara kadar herkesin sürülmesine karar verilmişti⁷⁰. Birinci Seminole Savaşı'ndaki başarılarının meyvelerini ABD'nin yeni başkanı olarak alan Andrew Jackson, yerlilerin elinde bulunan fazla toprakların onların medenileşmesini engellediği düşüncesindeydi. Şayet az toprak sahibi olurlar ve tarımla uğraşırlarsa savaşlardan uzak duracaklar ve ABD toplumunun bir parçası olmaya hak kazanacaklardı. Adına Medeniyet Planı denilen bu

American Confederacy", *Rhetoric Review*, Vol. 14, No. 1. (Autumn, 1995), s. 64 vd.

⁶⁶ Charles J. Kappler, *Laws and Treaties*, Vol. II, Washington 1904, s. 107-108.

⁶⁷ Çoruh, *a.g.m.*, s. 621.

⁶⁸ Çoruh, *a.g.m.*, s. 627.

⁶⁹ Missal and Missal, *a.g.e.*, s. 3.

⁷⁰ Major Luster R. Hobbs, *The Second Seminole War: Establishing Favorable Conditions For Conflict Resolution*, (School of Advanced Military Studies United States Army Command and General Staff College Fort Leavenworth), Kansas 2013, s. 1-2.

plan yerlilerden alınacak bu fazla topraklara beyaz yerleşimcileri yerleştirmeyi amaçlıyordu⁷¹.

Söz konusu yasa ile ABD'nin Mississippi Nehri doğusundan sürgüne göndermeyi düşündüğü kabileler arasında Cherokee, Creek (Muskogee), Choctaw, Chickasaw ve Seminole kabilesi vardı⁷². ABD kaynakları bu kabilelerin toplam nüfusu hakkında dört bin ila beşbin kişilik bir rakamdan bahsetmekteydi. Bunların arasında yaklaşık bin civarında da özgürlüğe kaçan köleler mevcuttu⁷³.

ABD'nin uygulamaya başladığı tehcir yasasına boyun eğen ilk kabile Choctaw olmuştur. 15 Eylül 1830'da Mississippi'nin batısına yerleşmeyi kabul eden kabile ile ABD arasında "Tavşan Deresi Dans Anlaşması" yapıldı. Bu anlaşma ile Choctaw kabilesi yaklaşık on bir milyon dönümlük araziye terk ediyor, sürgüne gönderildikleri Oklahoma'dan on beş milyon dönüm çorak araziye yerleşmeyi kabul ediyorlardı. Bu anlaşma karşılığında ABD kabileye her yıl belirli bir miktar para ödeyecekti. Choctaw Şefi George W. Harkins (1810-1890)'in yazdığı "Amerikan Halkına Veda Mektubu"nda, "Biz Choctaw halkı olarak, yasaların aşağılayıcı etkisi altında yaşamaktansa acı çekmeyi ve özgür olmayı seçiyoruz"... Mississippi eyaleti bize yaptığı yanlışa rağmen, kalbimde refah ve mutluluk ateşi dışında başka bir duygu bulamıyorum." diyerek bu zorunlu göçe tepkisini dile getirmişti⁷⁴.

1831 yılında başlayan yerli göçü zorlu kış şartlarında 1833 yılında dahi halen sürmekteydi. 15000 Choctaw'ın sürgününü kapsayan göç sırasında kış şartlarının zorluğu ve beyaz yerleşimcilerin saldırıları sonucu 2.500 Choctaw ölmüştür. Buna rağmen ABD, yerlilerin tamamının sevki için girişimlerini sürdürmüştür. Bu göç yerliler arasında "The Trail of Tears Road (Gözyaşı ve Ölümün Yolu)" olarak adlandırılmıştır. ABD'li tarihlerin verdiği bu rakamların doğru olduğunu, en az 4.000 kişinin öldüğünü ileri süren tarihçiler de vardır⁷⁵.

ABD, Choctaw kabilesinden sonra Florida'nın yeni yerleşimcileri olan Seminole kabilesinin de kaldırılması için harekete geçti. Bu sebeple Seminole şefleriyle yapılan görüşmeler netice vermeyince Aralık 1835'te ABD ordusu harekete geçti. Ancak ilk birlikler pusuya

düşürülüp, 110 kişilik öncü birliğin 107'sinin ortadan kaldırılması, ABD'ye uygulamak istediği planı yürürlüğe koyması fırsatı sundu. 29 Aralık 1835'te yapılan anlaşma ile sürgüne gönderilmesine karar verilen bir diğer kabile ise Cherokee'lerdi. Bunların yaşadığı topraklarda keşfedilen altın, topraklarının ellerinden alınması için gerekli zemini hazırlamıştı. ABD, bu kabileyi çeşitli oyunlarla sürgüne mecbur edecek bir yol bulmuştu. Önce kabilenin şeflerini, sonra da yönetimini etkisiz bırakmış, dağılan üyelerin bir kısmını anlaşmaya zorlayarak 29 Aralık 1835'te Yeni Echota Anlaşmasını imzalatmıştı. Buna göre Mississippi'nin doğusundaki tüm Cherokee topaları beş milyon dolar karşılığında boşaltılacaktı. İki yıllık bir süren ve gönüllülük esasına dayanan bu göç sonucunda yeni topraklara 17.000 nüfusun sadece 500'ü göçmüştü. Diğerleri anlaşmayı protesto ederek yerlerinde kalmayı tercih etmişlerdi⁷⁶. ABD, 1838 baharında zorunlu göçü sağlamak için gönderdiği 7000 asker ile Cherokeeelerin binlercesini evlerinden çıkarmıştı. Kuzey Carolina dağlarına kaçabilen birkaç yüz kişinin dışında kalanların tamamı sürgün edilmişti. Kış mevsiminin olması ve çoğu yaşlılardan, kadınlardan ve çocuklardan oluşan kabile üyelerinin yüzlercesi yollarda öldü. Kaynaklar ölenler hakkında çelişkili rakamlar verse de bu göç esnasında en az 6000 kişinin ölmüş olduğu tahmin edilmektedir⁷⁷.

Göçü kabul etmeyen Kızılderililerle ABD ordusu arasındaki savaş Seminole Şefi Osceola'nın bayrağı altında 1842'ye kadar sürdü. Onun haince, barış yaparken esir edilmesi sonrasında gerilla taktiğiyle devam eden savaş sona erdi ve daha fazla soy kırma uğramak istemeyen Cherokee kabilesi yeni toprakları Tahlequah'a göç etmeye karar verdiler⁷⁸.

Bu savaş sırasında öldürülen Seminoleler hakkında ABD kaynakları farklı bilgiler vermektedirler. Bazı kaynaklara göre toplam sürgüne gönderilen Seminole sayısının 4.420 kişi olduğu, 500 kadarının da direniş için Florida bataklıklarına sığındığı dikkate alındığında ortalama 5000 kişiden söz edilebileceği ifade edilmektedir⁷⁹. Bir diğer kaynağa göre 1843 yılında Florida'dan sürgün edilen Seminole sayısının 3324 kişi

⁷¹ Catherine Locks, Sarah Mergel, Pamela Roseman, Tamara Spike and Marie Lasseter, *History in the Making: A History of the People of the United States of America to 1877*, (2013), s. 546.

⁷² Locks vd. *a.g.e.*, s. 546.

⁷³ Larry E. Rivers, "The Indispensable Man": John Horse and Florida's Second Seminole War", *Journal of The Gah*, Volume: XVIII, 1997, s. 1.

⁷⁴ Çoruh, *a.g.m.*, s. 631.

⁷⁵ O'Callaghan, *a.g.e.*, s. 38.

⁷⁶ Locks vd., *a.g.e.*, s. 547.

⁷⁷ Çoruh, *a.g.m.*, s. 636; Locks vd., *a.g.e.*, s. 548.

⁷⁸ Douglas S. Files, "Fort New Smyrna and the Second Seminole War in East Florida", *Florida Postal History Journal*, Vol. 21, No. 3, October 2014, s.4.

⁷⁹ Çoruh, *a.g.m.*, s. 638.

olduğu ifade edilmektedir⁸⁰. Bu durum en hafif ihtimalle, 5000 kişilik Seminole nüfusunun 1176'sının katledilmiş olduğunu göstermektedir.

21 Üçüncü Seminole Savaşı (1855–58)

Haziran 1842'de İkinci Seminole Savaşı'nın bitiminde Missouri Senatörü Thomas Hart Benton, 4 Ağustos 1842'de göçe tabi tutulanların taleplerini karşılayacak şekilde yeni bir yasa çıkarıldığı haberini vermişti. Ancak yasa Seminole topraklarının işgalini sağlamaktan ileri gitmiştir. Yasanın uygulaması on sekiz yaşını doldurmuş her aile reisinin Gainesville ile Pace River arasında bulunan arazilerden 200 bin dönüme karşılık sadece 160 dönümlük bir arazi talep edebileceğini, talep edilen arazinin kalelerden iki mil uzak olması, ancak sahile yakın olmaması şartı getirilmişti. Her göçer dokuz ay içerisinde arazisine yerleşmesini ve en az beş dönüm araziyi işlemesini öngörmekteydi. Yasanın yürürlüğe girdiği tarihten itibaren 189.440 dönüm için 1184 kişiye izin verilmişti⁸¹.

Buna karşılık beyaz yerleşimciler Seminolelerden daha fazla toprak elde etme fırsatı yakalayınca iki taraf arasında çatışma çıktı. Bunu engellemek isteyen Başkan James Polk, 19 Mayıs 1845'te yerliler ile beyazlar arasında yirmi millik bir alanı tampon bölge olarak oluşturma kararı aldı⁸². Buna rağmen iki taraf arasında çatışmalar durmadı. 17 Temmuz 1849'da başlayan çatışmalar beyazlara karşı Seminolelerin uğradığı haksızlıklar sebebiyle büyümüştü. Seminoleler bir taraftan sürgün diğer taraftan yok edilmekle karşı karşıya kalmış olmalarının verdiği güvensizlik sebebiyle yeniden silahlanmaya ve karakollara saldırmaya başladılar. ABD'liler ise Seminolelere karşı tatlı sert bir politika güderek, onların savaşa meyilli oldukları dönemlerde barışı, savaşamadıkları dönemlerde ise saldırıyı öne almışlardır. Bu sayede 1845-1856 arasında Seminole gücünü bitirmeyi planladılar. Bu durumun farkında olan Seminolelerin saldırılarını karşılamak isteyen ABD, Tüm general David E. Tiwings'in emrine verdiği 1400 asker ile tedbir almaya yöneldi. Bu tedbirler sırasında Seminolelerin Florida'dan önce barışçıl yollarla, olmazsa zor kullanılarak çıkarılmasına çalışılacaktı. Bu maksatla bir araya gelen Twings ve Seminole Şefi Billy Bawlegs,

kabilenin yaşamı için yeni bir düzenleme yapılması konusunda anlaşmışlardı. Ancak beyaz adam yine bir oyun kurdu ve Seminoleleri yurtlarından çıkarmak için şefleri sıkıştırmaya başladı. Ancak Billy Bowlegs ve kabile ileri gelenleri Florida'dan çıkmayacaklarını, bunun için kendilerine teklif edilen rüşveti de almayacaklarını bildirdiler. Twings Seminolelerin Florida'yı terki halinde liderlere 10'ar bin dolar, her erkeğe 500'er dolar, kadın ve çocuklara 100'er dolar ve bir yıl boyunca tam geçim teklif ediyordu⁸³. 1850 yılı başlarında Jesse Summer çiftliğinde yaşayan Daniel Hubbard adlı yetim bir çocuğun aniden ortadan kaybolmasından Seminoleler sorumlu tutulmuştu. Mesele ABD başkanına intikal ettirilmiş ve başkan bütün Seminole kabilesini sorumlu tutmuştu. Bunun üzerine Seminole Şefi Billy Bowlegs, bunun bir düzmece olduğunu bilmesine rağmen 17 Mayıs 1851'de cinayetten mesul tutulan kişileri Washington'a gönderdi. Ancak mahkeme olmadan söz konusu kişiler hapisanede ölü bulununca bu durumdan da Seminole lideri sorumlu tutuldu. ABD, bütün planı kurmuş ve Seminoleleri Florida'dan çıkarılması için zemin hazırlamaktaydı. Bu iş için de Seminolelere düşman edilen Creek savaşçıları kullanılacaktı. Plana göre Seminoleler göç etmek istemez ise onları ele geçiren Creek savaşçılarına her erkek için 800, kadın ve çocuk için 450 dolar ödenecekti. Bu durum karşısında Seminoleler 23 Temmuz 1852'de yeni bir görüşme için masaya oturdular. ABD başkanı Millard Fillmore ile Billy Bowlegs arasında yapılan yeni anlaşmaya göre Nokose Emathla, Toslathee Emathla ve Chocote Tustenuggee kabileleri Florida'dan çıkacak ve diğerleri de onları takip edecekti. Billy Bowlegs bu anlaşmaya uymaya karar vermek durumunda kaldı⁸⁴. Ancak Seminolelerin gönderileceği kampın yaşama uygun olmaması ve tam bir tutsaklık vaad etmesi üzerine anlaşma bozuldu. Ağustos 1854'e ABD, Seminolelerin direnişini kırmak için Seminolelere ticaret ambargosu dahil her türlü baskının uygulanması istenmişti. Seminolelerin buna rağmen topraklarını terk etmemeleri halinde güç kullanılarak çıkarılacaklarının bildirilmesi üzerine Billy Bowlegs, kabile üyelerini Evarglades ve Büyük Selvi Bataklığı'na çekerek, savaş için hazırlıklara ve topraklarını savunmaya hazırlandı⁸⁵.

⁸⁰ Captain Michael G. Anderson, *Staff Ride Handbook for Dade's Battle, Florida, 28 December 1835: A Study of Leadership in Irregular Conflict*, Kansas 1984, s. 74.

⁸¹ James W. Covington, *The Seminoles of Florida*, Florida 2017, s. 110.

⁸² Covington, *a.g.e.*, s. 111.

⁸³ Çoruh, *a.g.m.*, s. 664.

⁸⁴ Covington, *a.g.e.*, s. 124.

⁸⁵ Covington, *a.g.e.*, s. 127.

Savaş ve barış görüşmeleri arasında Evarglades'te petrol bulunması, ABD'nin Seminoleleri tümünden imhası veya çıkarılmaları için esas sebebi hazırlamış oldu. Seminole toprakları bu defa yüzlerce askerin istilasına uğradı. Bu saldırı karşısında Seminoleler Brooksville, Tampa, Bradenton ve Sarasota'da güçlü bir direniş sergilediler. Haziran 1856'da Fort Made yakınlarında ve Okeechobee Gölü çevresinde şiddetli çatışmalar yaşandı. Bütün bu savaşlar yüzlerce askere karşılık sadece 200 Seminole savaşçısıyla yapıldı. Evarglades bataklıklarında saklanan bu savaşçılar, 1855 sonbaharına kadar direnişlerini sürdürdüler. 20 Aralık 1855'e kadar devam eden karşılıklı çatışmalar Bowlegs'in 40 Seminole savaşçısıyla karşı saldırıya geçmesi sonucunda iki taraf uzun soluklu üçüncü Seminole savaşına başlamış oldu. 25 Aralık'ta olay Washington'a bildirilince ABD bölgeye yeni askerler gönderdi. 4 Şubat 1856'da başlayan savaşta ABD ordusu 1460 asker, Seminoleler ise sadece 200 kişiydi. Taraflar arasında savaş Mart 1857'ye kadar karşılıklı çatışmalarla devam etti. ABD kuvvetleri Eylül 1857'de 93 Subay ve 700 asker ile Okaloacoochee'nin batısında yapılan müsademede birkaç çocuk ve kadın ele geçirebilmişlerdi⁸⁶.

Nihayet 27 Şubat 1858'de taraflar tekrar bir araya gelerek yeni bir anlaşma yapıldı. Florida'nın terki karşılığında Billy Bowlegs'e 7500 dolar, diğer dört lidere 1000'er dolar, her savaşçıya 500'er dolar, her kadın ve çocuğa 100'er dolar ödeme konusunda anlaşmaya varmışlardı. 4 Mayıs 1858'de 38 erkek ve 85 kadın ve çocuk Fort Myers'den gemiye bindirilerek Egmont Key'e gönderildiler. 8 Mayıs'ta Florida'da sadece 100 kişi kalmıştı. Bunların da 75'i 15 Şubat 1859'da Florida'yı terk edecekti⁸⁷.

Nihayet savaş sona ermiş oldu. Ancak üçüncü Seminole savaşı sonunda ABD, Seminole kabilesinin 2 milyon dönüm arazisine el koymuştu. Seminolelerin Florida'daki varlığı 1866'da yapılan yeni bir anlaşma ile sadece 200 bin dönüm kadardı⁸⁸.

22 Sonuç

İtalyan denizci Kristof Colomb'un Amerika'ya ilk ayak bastığında 18 Milyona yaklaşan nüfuslarına rağmen, beyaz adamın kıtaya getirdiği savaş ve hastalıklar sonucunda sayıları yüzbinlere düşen Kızılderililer, XIX. Yüzyılın ilk yarısında büyük katliamlarla karşı karşıya kalmaya devam ettiler.

ABD'nin bir birleşik devletler olarak ortaya çıkışı, İngilizlere karşı bağımsızlığını kazanması ve Fransa'dan Louisiana'yı, İspanyollardan Florida'yı para karşılığında satın alması Kızılderili kabilelerinin son güzergahı olan Mississippi Nehri'nin doğu yakasındaki topraklarını kaybetmelerine sebep oldu. Kızılderililerin beyaz adamlarla son savaşları esnasında kölelikten kurtulmak için yerlilerle kader birliği yapmaya karar veren birçok Afrika yerlisinin sığınmasıyla güç bulan Creek kabileleri onların da teşvikiyle ABD hegemonyasına karşı gelme gücüne tekrar kavuştular. Afrika kökenli kölelerle kader birliği yapan ve kendilerine Seminole denilen Florida yerlileri vatanlarından mahrum edilmek bahasına ABD ordusuyla kıyasıya bir mücadele verdiler. Üç ayrı savaşta neredeyse tükenme noktasına gelen Seminole kabilesi, ABD'nin bütün allengirli oyunlarına direnerek, onurlu bir mücadele vermesine rağmen 1817-1858 yılları arasında 5000 kişiden 100 kişiye düşene kadar pek çok katliama ve sürgüne maruz kaldı. Bu sürgünler sırasında ABD, verdiği hiçbir sözü tutmadığı gibi, her göç yerini bir sonraki göç yeriyle değiştirmek geleneğini işleterek, bütün Seminolelerin Oklahoma'ya göçüne kadar işgallerine devam etti. Bu işgallere rağmen 1835'te 5000 kişi olan Seminole nüfusu 1866 yılında yapılan bir anlaşmadan 100 kişi kaldıkları anlaşılmaktadır.

Sonuç olarak, Seminole kültürü ve savaşları üzerine yaptığımız bu çalışma, ABD tarihçilerinin eserlerinde yapılan bu katliamın detaylarını ve tam sayılarını vermekten kaçındıklarını, verilen sayıların ise yuvarlak ve düzmece ifadelerle geçirildiğini göstermektedir. Bu durum ABD tarihçilerinin ülkelerini sonradan zor durumda bırakacak hiçbir görüşe yer vermemek konusunda azami dikkat gösterdiklerini, yapılan bütün katliamları adeta örtbas edercesine bir tavır segilediklerini, yüzlerce sayfalık eserlerde nüfus tabirinin sadece bir iki yerde kullanıldığını, bu tür tabirleri kullanmaktan ise adeta kaçındıklarını göstermektedir.

Görülen odur ki ABD tarihçileri her ne kadar gerçekleri saklasalar da ne Kızılderililer hakkında verdikleri nüfus rakamlarında bir doğruluk payı vardır, ne de Seminole Kızılderililerinin nüfusunun 5000'ler civarında olduğu doğrudur. Kendi aralarında dahi bir sayı vermekten kaçınan söz konusu tarihçiler, Kolombun ilk kıtaya ayak basmış olduğu ve 18 Milyon olarak ifade ettikleri Kızılderili nüfusunun geçen 400 yılda nasıl ve hangi

⁸⁶ Covington, *a.g.e.*, s.130-140.

⁸⁷ Çoruh, *a.g.m.*, s. 678-679.

⁸⁸ Haney, *a.g.m.*, s. 6.

şartlarda yok edilmiş olduğu bir yana, son 100 yılda 350 bin olarak ifade ettikleri Filorida yerlilerinin ise nasıl ortadan kaldırdıkları da başka bir muammadır. Kaldı ki, 1817-1857 yılları arasında söz konusu 5000 kişilik bir nüfus 40 yıl boyunca ABD'yi oyalayabilmiş ve varlığını bir nebze de olsa koruyabilmiş iken, 5000 kişinin 3600 katı olan yerli nüfusun da yine 40 yılın on katı zaman zarfında kendisini muhafaza etmiş olması gerekmez mi? Halbuki XIX. Yüzyılın bu ilk yarısında ABD'de kalan yerli nüfus yüz bin civarında dahi değilse, ABD'nin ve atalarının kıtada nasıl bir katliam gerçekleştirmiş olduklarını izah etmeleri gerekmez mi?

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THE ACTIVITY OF ISMAIL HAKKI BURSEVI IN MACEDONIA (1675-1685)

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Abstract

Ismail Hakki Bursevi is one of the most famous Ottoman *mutasawifs* who in the period from 1675 to 1685 resided in Skopje, Veles and Strumica, where he is engaged in religious-educational and writing activities. Ismail Hakki Bursevi was a student of Osman Fazli Efendi, and was a member of the Jalwati Tariqah . Osman Fazli Efendi in 1675 sent Ismail Hakki Bursevi to Skopje, where with his religious lectures in the most famous mosques in Skopje he gathered a large number of followers.

Ismail Hakki Bursevi is the author of the major work *Ruhu-l-Beyan* (The Spirit of the Qur'an), which is an exegesis of the Qur'anic text. In addition to this major work, Bursevi is the author of several texts, such as *Esmâ-i-Husna Şerhi* (Explanation of the Names of God), *Namazın Hakikati* (The Reality of Prayer), *Kenzi Mahfi* (The Hidden Treasure), *Mesnevi Şerhi* (Explanation of the Masnawi) and others. His activity in Macedonia confirms that this country during the Ottoman rule was a territory where the most famous Sufis of that period lived and worked.

Keywords: Ismail Hakki Bursevi, Tasawwuf, Macedonia, Skopje, Ruhul Beyan.

1 Introduction

Tasawwuf as a gnostic-mystical branch in Islam was widespread throughout the whole Ottoman Empire, within the six centuries of its existence. Sufi shaykhs by the Ottoman authorities were perceived as enlightened

teachers of the religion, and therefore they received certain benefits from the Ottoman authorities, such as

tax exemption and the acquisition of a state land on which they built tekkes and zawiyyas. Very often the tekkes and zawiyyas built by the sufi shaykhs were the nuclei for the establishment of new settlements, both in Anatolia and in the Balkans.⁸⁹ The tekkes were understood as a place where the formal aspect of the faith was complemented by its internal or essential aspect.⁹⁰ Therefore, with the intention of unification of the formal and internal aspects of religion, very often tekkes were built within a complex (*kulliye*) of mosque and a madrasa.⁹¹ Macedonia and the Balkans during the five centuries of Ottoman rule are a territory inhabited by a number of Sufi shaykhs. This activity of the Sufi sheikhs in Macedonia and the Balkans begins even before the Ottoman conquest of this territory, ie. from the second half of the 13th century, when with the colony of the Seljuk Sultan Izedin II Keikavus, settled on the territory of Dobrudja and wider in the Balkans, came several Sufi shaykhs, the most famous of whom is Sari Saltuk. Other important Sufi shaykhs who acted in Macedonia during the first centuries of Ottoman rule were Abdullah Ilahi, who lived in Enidze Vardar, and his student, Lutfullah Uskubi, who lived in Skopje and built a zawiyyah on Skopje's Kale. From the recent period especially important is Nur Muhammad Arabi, who moved from Egypt to Macedonia at the end of the XIX century, and remained here until the end of his life. According to this, in a long period of time, the territory of Macedonia and the Balkans is a territory in which the teaching of tasawwuf is massively represented.

⁸⁹ Халил Иналдик: *Османската империја: класично доба (1300-1600)*. Скопје, 2015, 165

⁹⁰ The representatives of the tasawwuf consider themselves to be the complete successors of the authentic teaching of the Messenger of Islam, which includes both the formal and the essential (spiritual) aspect of the religion, described in the hadith of Islam, Iman and Ihsan. According to this, the Sufis fully accept and are guided by Islamic legal-formal norms, but supplement them with gnostic-

mystical elements authentic to the text of the Qur'an and the Hadith. [see: William Chittick, *The Sufi Doctrine of Rumi*. (Indiana: World Wisdom, 2005), 12-13; Mevlana Celaleddin-i-Rumi. *Fihî Ma Fih*. (Istanbul: Sufi Kitap, 2018), 28; ⁹⁰ Muhammed Salim Bebab, *El – Fethur – Rabbani Abdul – Kadir Gejlani*. (Sarajevo: Kadirisko – Bedeviska Tekija, 1996, 138].

⁹¹ Метин Изети: *Тековите на тесауџот*. Тетово: Скопја, 2008, 90

2 Ismail Hakki Bursevi's Activity in Macedonia

One of the most important Sufi shaykhs who acted on the territory of Macedonia is Ismail Haki Bursevi, who lived and acted in Macedonia in the period from 1675 to 1685. Ismail Haki Bursevi was born in 1653 in Idos, present-day Bulgaria. At the age of 11 he began his education in Edirne, under the guidance of Sheikh Abdalbaki Efendi. In 1672 he moved to Istanbul, and continued his spiritual career with Adapazarli Osman Efendi, a shaykh of the Jelveti tariqa. In 1675 Ismail Haki Bursevi was sent by his shaykh to Skopje, where he remained for several years, after which he moved to Veles and Strumica. After this, Bursevi moved to Bursa, where he remained for the rest of his life. Twice during the reign of Mustafa II, he was called up as a vaiz shaykh of the Ottoman army in the two campaigns against Austria-Hungary. He traveled and stayed for several years in Sham, Egypt, Tekirdag, Uskudar, but after these trips he returned to Bursa, where he stayed till the end of his life.

Ismail Haki Bursevi arrived in Skopje in 1086 (1675). After a short stay in a house of a dervish friend, he settled in a small room in the complex of the Meddah Mosque. Shortly afterwards, Bursevi began preaching (*waaz*) in Skopje's most famous mosques: on Wednesday he lectured at the Meddah Mosque, on Friday at the Sultan Murad Mosque and the "Old Mosque (*Eski Cami*)", then began lecturing at the Yahya Pasha Mosque, and the mosques of Ishak Bey, Isa Bey and Mustafa Pasha.⁹²

However, the situation in Skopje was not at all what Bursevi had hoped for. Skopje's mufti, local qadis, imams and hatibs, even some who called themselves shaykhs, had felt under their passions and pleasures drinking alcohol, distancing themselves from the believers and boasting with their ancestors. The Mufti and his associates, discovering that Ismail Haki opposed them, threatened him with murder, physical harassment and persecution. Mufti even complained about Bursevi to one of the viziers, but was rejected. The conflict between Ismail Haki and these people lasted for six months. After a letter written by the local qadis to the Sultan, which contained numerous slanders, Ismail Haki

in 1680 went to his sheikh in Edirne.⁹³ The shaykh sent Bursevi to the shaykh of Islam, Shaykhzade Ali Efendi.

In 1680 he married the daughter of one religious teacher of Skopje named Mustafa Ushaki, who was also a respected shaykh. However, after numerous pressures and slanders by the mufti and his associates, Bursevi in 1681 moved to Veles (Köprülü), where he remained for a year. Then, at the request of the inhabitants of Strumica and with the permission of Sheikh Osman Fazli, in 1682 Bursevi moved to Strumica, where he remained for 30 months, and then left for Bursa.⁹⁴

One of the most important works of Bursevi is *Ruhul Beyyan*, a major work which is the exegesis (tafsir) of the Qur'anic verses. This work is a synthesis of the external (sharia) and deepened (hakikat) meaning and interpretation of the Qur'an inherent in Sufi scholars. With this work Bursevi gains respect and fame even after his death, and this work is read and printed even today. In addition to this major work, Bursevi is the author of several texts, such as *Esmâü-l-Husna Şerhi* (*Explanation of the Names of God*), *Namazın Hakikati* (*The Reality of Prayer*), *Kenzi Mahfi* (*The Hidden Treasure*), *Mesnevi Şerhi* (*Explanation of the Masnawi*) and others.

The memories of Ismail Haki Bursevi are preserved in the memory of the Skopje natives through oral traditions that were told from generation to generation. According to these traditions, the aforementioned Skopje mufti and his aides, jealous of Bursevi's knowledge, followers and reputation, put a sheet with inscription of Ayetül Kursi in his shoe, and then, accusing him of being a sorcerer (sihirbaz), ordered him to take off his shoe, from where the said leaf came out. After this, Ismail Haki Bursevi was expelled from Skopje. This information taken from the oral traditions of the people of Skopje corresponds to the autobiography of Bursevi, which briefly talks about the misunderstanding between him and the mufti of Skopje.

3 Bursevi's Allegorical Exegesis of Qur'anic Text

Especially important are some parts of the tafsir *Ruhul Beyyan*, in which the Qur'anic verses are interpreted in a metaphorical (ishari) way. The allegorical or metaphorical interpretation of the Qur'anic text stems

⁹² Necmi Sarı, Kendi Dilinden İsmail Hakkı Bursevinin Hayati ve Şahsiyeti. *KTÜFİD* cilt 2, 2015, 144.

⁹³ Sarı, Kendi Dilinden İsmail Hakkı Bursevinin Hayati ve Şahsiyeti, 144.

⁹⁴ Ibid, 147-148.

from the belief that every Qur'anic verse has a relation with man (*insan*) and addresses him. Thus, in this commentary Bursevi explains the incident with Hadhrat Musa described in Surah Bekare (67-71). According to this incident, Allah commanded Musa as. to order the children of Israel to sacrifice a cow that is neither virgin nor old, with a dazzling yellow color, that neither plowed nor watered the land. According to the metaphorical understanding of these verses, Bursevi emphasizes that the batin meaning of these verses is as follows: the cow to be sacrificed represents the nafs to be sacrificed in the way of God. The middle age described in these verses represents the age of 40, which is the age at which a person's spiritual growth is complete. The verses that say that the cow did not plow or irrigate the land in the batin sense say that this man who set foot on the path of God turned his face away from the material world (*dunya*) and turned it towards God.⁹⁵ Bursevi interprets the event described in Surah Bekare in a similar way (verse 261). This verse describes that Ibrahim (as) asked God to show him how the dead come to life. At this request, the God orders him to take four birds, sacrifice them and place them on four hills, and then call them. After this the birds came to life and flew to Ibrahim a.s. The four birds described in these verses, according to Bursevi, are the pheasant, the raven, the rooster and the goose. These four birds actually represent the four characteristics of the evil ego (*nafsi emmare*), which are: showing off, jealousy, passion and desire for the thing that belongs to others. Ibrahim a.s. represents the sheikh who eliminates these four evil characteristics, after which a true spiritual life is obtained.⁹⁶

Bursevi metaphorically interprets the event with Prophet Noah (Nuh) described in the Qur'anic surah Araf (59-64), describing the characteristics of the soul (*ruh*), heart (*kalb*) and ego (*nafs*). Nuh represents the spirit, and the attributes of the spirit are obedience (*taat*), prayer (*ibadat*), and call to God. The ego in these Qur'anic verses is metaphorically represented by the people of Noah, who rejected Noah's call to obedience to God. Noah's followers, on the other hand, represent the heart, which turned to the spirit and was saved by boarding his ark. The flood, according to Bursevi, also represents the cleansing of the ego from negative characteristics.⁹⁷ The two seas mentioned as the place where Prophet Moses

(Musa) and Hidir met (Kehf, 60), according to Bursevi represents the external aspect of religion (*sharia*) with Musa as his example, and the internal aspect of religion (*haqiqat*) with Heather as his example. Bursevi, on the other hand, sees their meeting as a synthesis of these two aspects of religion.⁹⁸

4 Conclusion

The influence of the Sufi missionaries on the spread of Islam throughout the Ottoman Empire, and especially in the Balkans, is very significant. The spiritual understanding of religion as an immanent part of *tasawwuf* was an alternative to the formalist understanding, and perhaps this is the reason why sufis were easily accepted by the Balkan non-Muslim population. The mystical-gnostic orientation of the representatives of the *tasawwuf* was a kind of refinement of the formal aspect of the Islamic religion. Although through most of the history of Ottoman empire there was unity between the representatives of the *Tasawwuf* and the religious leaders, who themselves often came from the ranks of the *Tasawwuf*, however, for various reasons, there has been a few conflicts between the representatives of the *tasawwuf* and the formalistic religious authorities, which we see with the example of Bursevi and the Skopje religious authorities. The reason for this conflict can be traced to the desire to preserve the position, as well as the danger that came from the criticism of Skopje's religious leaders by the Bursevi. According to the above, we can conclude that Skopje and Macedonia during the Ottoman rule were centers in which operated a number of Sufi shaykhs who moved smoothly through the territory of the Ottoman Empire. One of them was Ismail Haki Bursevi, whose value, although it was later widely recognized, unfortunately, was not recognized by the religious leaders from Skopje.

⁹⁵ Denizer, Nurullah. İřari tefsirlerdeki kıssa ve mesel yorumlarında i'tibar analoji yöntemi: İsmail Hakkı Bursevi örneđi. *Gümüřhane Üniversitesi İlahiyat Fakültesi Dergisi*, sayı 11, 97-98.

⁹⁶ Ibid, 101-102.

⁹⁷ Denizer, İřari tefsirlerdeki kıssa ve mesel yorumlarında i'tibar analoji yöntemi: İsmail Hakkı Bursevi örneđi , 104.

⁹⁸ Ibid, 109.

Illustrations:



Figure 1. Bursevi's tomb (turbe) in Bursa

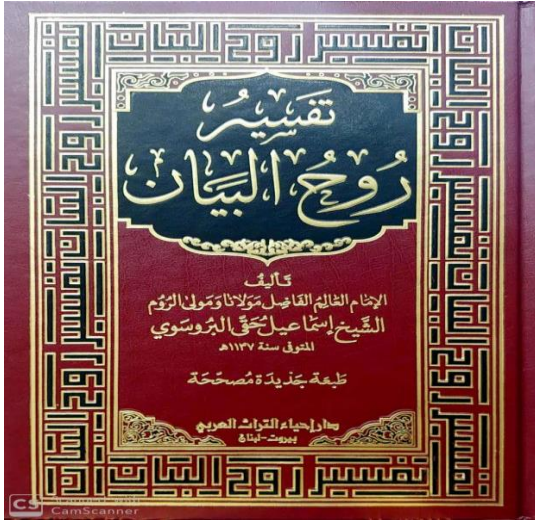


Figure 2. Ruhul Beyyan tafsir in Arabic

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THE PLAGUE AND ITS EFFECTS ON THE MAMLUK ECONOMY AND SOCIETY

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Abstract

One of the most important sociological problems of the medieval world were the plague epidemics that were seen in various continents of the world in some periods. This disease, which found the ground to spread in a very short time from the moment of its emergence and resulted in the death of thousands of people until it lost its effect, was expressed as *Black Death* in medieval Europe and *Taun* in the Islamic world. The Mamluks, which had a significant importance in the Turkish-Islamic world due to their successful struggle against both the Crusaders and the Mongols, had also to deal with natural disasters such as drought, famine and epidemics. Particularly the second period of the state, which is divided into two administrative periods as the Bahri Mamluks (1250-1382) and the Circassian (or Burjî) Mamluks (1382-1517), is seen as a period of frequent epidemics. According to the Mamlukists, the Bahri period is considered to be a much brighter period compared to Circassians, and the negative consequences of the intense plague epidemic in the social and economic sphere, as well as the political turmoil within the state, were also effective in the regression process that would begin in the Circassian period. While the periods of plague epidemics resulted in the death of thousands of people in Egypt and other regions of the country, the agricultural population was also adversely affected due to the demographic decline, and the decrease in production activities would bring exorbitant increases in food prices. In this respect, epidemic processes were sensitive periods when inflationary effects were felt intensely on staple good products and basic consumption goods and economic crises were experienced in the Mamluks period at Egypt. In this context, it is possible to come across many interesting anecdotes about the plague durations in the Mamluk chronicles and the travel notes of some European travelers who visited Egypt during the epidemic periods. It is also possible to come across some modern studies on the plague and its political, social, economic and

military effects on the Mamluks. In this study, some epidemic periods during the Mamluk period will be evaluated and the social and economic effects on the state will be emphasized.

Keywords: Mamluks, Plague, Egypt, Circassians.

1 Introduction

The Mamluk Turkish State, which ruled in Egypt and Syria from the second half of the 13th century to the first quarter of the 16th century, witnessed quite active socioeconomic developments besides its very active political history. We believe that it would be appropriate to give very brief information about the state before moving on to the epidemics that are one of these developments and that affected the Mamluk society deeply when they occurred. The term Mamluk means slave in the possession of his master, and it differs from the black slaves known as *al-Abid*. In this respect, they are military slaves who are dependent on the guard units of the rulers and amirs, who are freed after the education period in the military schools called *tibak*⁹⁹ and have the chance to rise in various positions of the state. Those who established the Mamluks are the Bahri Mamluk troops formed by the Ayyubid ruler Necmeddin Ayyub on the island of ar-Ravda. The Bahri Mamluks, one of the Kipchak Turks, held power in Egypt and Syria from 1250 until 1382, when they took power from their predecessors Ayyubids. After that, Circassian troops formed by Sultan Kalavun, also known as Burjî Mamluks, took over the power and were effective in the destiny of the state until 1517. This state, which played a vital role in the defense of the Turkish-Islamic world against both the Crusaders and the Mongols, was also known as *ed-Devletu't Turkiya*, that is, the Turkish State.¹⁰⁰

One of the general problems of the medieval world was the plague epidemics that were seen at certain times and found a ground to spread in a very short time and deeply affected states and societies. This relentless epidemic, called the Black Death in Europe, was called the plague

⁹⁹For the *tibak* military schools and the training methods given here, see. David Ayalon, "Memlûklarda Kölelik Sistemi", trs. Samira Kortantamer, *Tarih İncelemeleri Dergisi*, IV, 1989, pp. 221-234.

¹⁰⁰ Şehabettin Tekindağ, *Berkûk Devrinde Memlûk Sultanlığı*, İstanbul 1961, p. 21, 26, 27.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

(pestilence) or taun (plague) in the Islamic regions of the Middle East. Since these epidemic processes that paralyze the political, social and economic life of the states are social events that deeply affect both Europe and the Islamic world, many studies on the subject have been done in the western literature today, and there is serious ongoing research on the subject.¹⁰¹ European scientists doing research on the epidemics believe that the origin of the plague originates from the east and from there it quickly passed to Sicily and Italy. For this reason, the focus has been on the spread of this epidemic, which started in Central Asia, then to the Middle East, North Africa and from here to Spain.¹⁰² When the chronicles of the Mamluks are examined, information is often given about the plague epidemics from the moment they appeared, including information on the number of deaths in one day in the capital city of Cairo. Details about this subject will be given later. However, we should also point out that, according to Michael Walter Dols, it is not surprising that the plague events, which were frequently seen among the peoples of the Middle East in the Middle Ages, attracted the attention of very few scientists as a research area. In this context, Dols refers to David Ayalon's study on the effects of plague on the Mamluk army¹⁰³ and Abraham Udovitch's study, which includes that plague, constitutes one of the serious causes of the economic decline of the state.¹⁰⁴ The work of Ibn Hajar named *Bezlü'l-Mâûn fî Fadlû'l-Taun*¹⁰⁵ was mentioned by Dols as the most serious Mamluk source in this field.¹⁰⁶

2 The Plague and Its Effects on the Mamluk Economy and Society

Epidemic periods, which were a sociological problem and affect the state in terms of financial as well as social effects, were actually one of the problems frequently encountered by the Egyptian and Syrian people during the Mamluk period. Although it is seen in some periods

of the Bahri period, the periods when the plague epidemics were at the highest stage and frequently occurred coincide with the ruling period of the Circassian Mamluks. In this respect, from 1347-1349 to 1517, the end of the state, the Mamluks experienced more than twenty major epidemic periods every eight or nine years, and a large part of Egypt was affected by this situation. The most important symptom of the plague that ravaged the country is the plague seen under the armpits, which was called the bubonic plague.¹⁰⁷ During this term, eighteen epidemic periods were experienced in Syria. In this context, in 1347-1349 (Zeyn ed-Dîn Hacı's ruling period), 1363 (Selâh ed-Dîn Muhammed's ruling period), 1367 (Zeyn ed-Dîn Şa'ban's ruling period), 1381 (Ali b. Şa'ban and Zeyn ed-Dîn Hacı's ruling period), 1416 (Seyf ed-Dîn Şeyh el-Mahmudi's ruling period), 1430,1438 (Eşref Barsbay's ruling period), 1444,1449 (Zâhir Çakmak's ruling period), 1476, 1477, 1492, 1498 (Seyf ed-Dîn Kayıtbay's ruling period), 1505 and 1515 (Kansûh Gavri's ruling period) in Egypt; 1363 (Selâh ed-Dîn Muhammed's ruling period), 1369, 1370, 1373 (Zeyn ed-Dîn Şa'ban's ruling period), 1381 (Zeyn ed-Dîn Hacı b. Şa'bân's ruling period), 1385 (Berkûk's first ruling period), 1411 (Nâsır Ferec's ruling period), 1437 (Eşref Barsbay's ruling period), 1438 (Zâhir Çakmak's ruling period), 1459, 1460 (Sey ed-Dîn Aynal's ruling period), 1468 (Yelboğa and Timurboğa's ruling periods), 1469, 1476, 1477, 1492, 1497 (Seyf ed-Dîn Kayıtbay's ruling period), 1513 (Kansûh Gavri's ruling period) in Syria and Palestine, major plague epidemics occurred.¹⁰⁸ The most severe epidemic periods in terms of its consequences were the years 1429-1430, which coincided with the reign of Sultan Barsbay¹⁰⁹, and the years 1444 and 1449, which coincided with the reign of Sultan Çakmak, who came to power after him. As can be understood from the information given above, when the dates of the outbreaks in both Egypt, Syria and Palestine are examined, it is also important to see how

¹⁰¹Some of these works include: John Aberth, *The Black Death: The Great Mortality of 1348-1350: A Brief History with Documents*, The Bedford Series in History and Culture, New York 2005; Don Nardo, *The Black Death*, Greenhaven Publishing LLC, USA 2011; Ole Jørgen Benedictow, *The Black Death, 1346-1353: The Complete History*, Boydell Press, 2016; Daniel Panzac, *Osmanlı İmparatorluğunda Veba* (1700-1850), trs. Serap Yılmaz, Tarih Vakfı Yurt Yay., Istanbul 1997.

¹⁰²Michael Walter Dols, *The Black Death in the Middle East*, Princeton University Press, New Jersey 2019, pp. 7-8.

¹⁰³David Ayalon, "The Plague and Its effects upon the Mamluk army", *Journal of the Royal Asiatic Society*, 66 (1946.), p.67-73.

¹⁰⁴Robert Lopez, Harry Miskimin, and Abraham Udovitch, "England to Egypt, 1350-1500: Long-Term Trends and Long-Distance Trade"

in *Studies in the Economic History of the Middle East*, ed.: Michael Cook (London, 1970), 93-128.

¹⁰⁵Ibn Hacer el-Askalânî, *Bezlü'l-maun fî Fazli't-Tun*, ed.: Ahmed İsam Abdülkadir Katib, Riyad: Dârü'l-Asime, 1991.

¹⁰⁶Dols, p. 6-8.

¹⁰⁷Kevin Shillington, *Encyclopedia of African History: A - G*, Taylor & Francis, New York and London 2005, p. 767.

¹⁰⁸Eliyahu Ashtor, *A Social and Economic History of the Near East in the Middle Ages*, London 1976, p. 302; Abdullah Mesut Ağır, *Memlük Sultanı el-Melik ez-Zâhir Sultan Çakmak Dönemi 1438-1453*, Unpublished Doctorate Thesis, Ege University Institute of Social Sciences, İzmir 2010, p. 158.

¹⁰⁹Shillington, p. 767.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

large the impact area of the epidemics is, that some of them coincided with the same time. Perhaps the most important consequence of the epidemics was that, according to E. Ashtor, it caused demographic decline in the Near East as in Medieval Europe. That is to say, these epidemics were not natural disasters that took place suddenly and negatively affected a small number of people under the conditions of the period, but were events that swept the whole country once they occurred and deeply affected all members of the society from the bottom to the top. There are also exaggerated data in the Mamluk sources regarding the number of deaths experienced during the epidemic processes. For example, Ibn Iyas, one of the last authors of the Mamluk period, stated the number of deaths in Cairo in two-months during the epidemic period as 900,000 people. Providing a more plausible data than Ibn Iyas, Ibn Habib reported that one-third of Egypt's population had disappeared during the plague epidemics. Since this demographic decline which the state suffered naturally affected the agricultural population, the financial situation of the state, and its economy, which was based on the iktā system.¹¹⁰ For example, during the plague epidemic that continued in Egypt in November and December of 1348, many people lost their lives, while the streets and bazaars were filled with human corpses. During this epidemic period, umera had to go to Siryakus, a fresh air region, which was one of the remedies that the senior management members resorted to during the epidemic periods.¹¹¹ Al-Makrîzî's reports that more than a thousand people died every day in the plague epidemic that took place in Aleppo in February 1386, which is a good example of this situation.¹¹² In May the same year, the number of people who died in one day in the city due to the plague epidemic in Alexandria amounted to a hundred people, according to the author.¹¹³ Hundreds of people, including babies, lost their lives in a plague epidemic in the el-Vechu'l-Bahri region of Egypt in the early years of Sultan Çakmak's rule.¹¹⁴ This epidemic, seen in the fertile lands of Upper Egypt, deeply affected the rural population, and therefore the Mamluk economy, which was based on agriculture, was negatively affected by this situation due to both the loss of lives and the farmers who had to

migrate from the village to the cities because of the fear of becoming infected.¹¹⁵ One of the questions that should be asked here is why the epidemics occurred so frequently and spreaded so quickly in Egypt, especially in the time of the Circassians? El-Makrîzî, attributed this situation to the poor nutritional conditions of the people in the Near East and the weak immunity of the Egyptian people against epidemics. According to him, most of the farmers were fed only on bread.¹¹⁶ Since the epidemic led to a large number of deaths in the sultan's mamluks (ajlab or julban), which are the special troops of the sultans, as well as the people of the country, this situation negatively affected the regime of the state, which was based on the Mamluk system.¹¹⁷

The drought caused by the irregularity of the Nile water and the resulting famine, political crises, riots and abuses were the reason for the extreme increase in food prices during the Mamluk period. The periods when the epidemics were in the line were the inflation observed in basic foodstuff in parallel with the decrease in production. For example, while thousands of people who were infected died in October 1295 this social tragedy was followed by hunger events. During this period, some people would look through the garbage of the city hoping to find the remains of wheat or barley. The measures taken by the sultan in order to prevent the crisis experienced during this period were also not sufficient. Despite the frequent exposure to social and economic crises, it cannot be said that the Mamluks were able to develop systematic measures against such extraordinary situations. However, during these delicate periods, when the prices were increasing abnormally, some of the sultans tried to prevent the crises by supplying the people with cheap grains from the warehouses of the state or the umera.¹¹⁸ The times when the state was most unfortunate were periods of drought, famine and epidemic periods following one after the other. For example, as a result of the failure of the Nile water to reach the ideal flood level in September 1403 (16 zirâ), there was an increase of 400% to 500% in food prices in January 1404. During the epidemic that occurred during this famine, thousands of people died in the provinces of Egypt.¹¹⁹ A similar situation was

¹¹⁰ Ashtor, p. 301-302.

¹¹¹ Takiyeddin Ahmed b. el-Makrîzî, *Kitâbü's-Sulûk li-Marîfet Duvelü'l-Mulûk*, ed.. Muhammed Abdülkadir Ata, Dâru'l-Kutubi'l-İlmiyye, IV, Beyrut 1997, p. 77-78.

¹¹² Makrîzî, V, p. 179.

¹¹³ Makrîzî, V, p. 184.

¹¹⁴ İlyas Gökhan, "Memlûk Sultanı Zâhir Seyfuddin Çakmak Döneminin Salgın Hastalık ve İktisadî Buhranları (H. 842-857/M.

1439-1453), *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 15, Konya 2006, p. 344-345.

¹¹⁵ Ağır, p. 159.

¹¹⁶ Ashtor, p. 301-302.

¹¹⁷ Shillington, p. 767.

¹¹⁸ Adam Sabra, *Poverty and Charity in Medieval Islam Mamluk Egypt 1250-1517*, Cambridge Studies in Islamic Civilisation, Cambridge 2006, p. 142-143.

¹¹⁹ Sabra, p. 152.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

observed during the reign of Sultan Çakmak and drought-based famine and epidemic-induced inflation processes were also encountered during his rule.¹²⁰

It is possible to find information about the epidemics in the Mamluk period in the records of some European travelers who went to Egypt during this period. Arnold van Harff, one of the 15th century travelers, reports that people in Cairo saw people afflicted with the disease called “St. Job’s Plague”, and that people could not escape from this disease, which was seen in Cairo every eight or nine years. In addition, the traveler was told that during the epidemic that took place in Cairo five years ago and lasted for three months, 10,000 to 12,000 people a day in the first month, 20,000 to 24,000 people in the second month, and 30,000 to 40,000 people died in the third month.¹²¹

Although the Mamluks constantly experienced social and economic crises during their rule, it cannot be said that they were prepared to take the necessary measures to eliminate them. In order to prevent famine, epidemic and the resulting economic crises, some reformist historians wrote some works in order to attract the attention of the senior management members and to identify the disruptions in the state that is in the process of economic decline. Among these, the work of al-Makrîzî called *İğâsatu’l-Umma bi Keşfi’l-Ğumme*¹²² and the works of the Syrian historian al-Esedî et-Teyşîr ve’l-İ’tibâr ve’t-Tahrîr ve’l-İhtibâr¹²³ are important. Although the opinions of both authors in terms of determining the problems and their conclusions regarding the solution of the problems are accurate, it is unclear how much they affected the administrators of the period. In this context, there is no doubt that the problems we have tried to explain above were effective in the collapse of the Mamluk Turkish State.

3 Conclusion

One of the most important sociological crises of the Mamluk period was the frequent plague epidemics and the damage it caused in the economic field. One of the most important consequences of the epidemics was the decline in agricultural production due to the demographic decline in the agricultural field and the resulting inflation in food prices. Despite the government’s frequent experience of crisis situations

due to drought, famine and epidemics, and despite the efforts of some reformist authors, we do not believe that senior management members took reformist steps to develop a defense mechanism against the crisis. In addition to the wrong policies followed by the state, abuses were also effective in this. The Mamluk, when compared to other Turkish-Islamic states, is the Turkish state that experienced droughts, famine, epidemics and inflation, as well as problems stemming from political turmoil, most frequently. Especially in the Circassian period, it is seen that the sultans tried to solve the problems with temporary moves rather than going to the root of the problems and taking permanent measures against them. Naturally, this situation caused the state, which started to decline with the Circassian period, to remain weak against its rivals in the foreign policy arena in the 15th and 16th centuries when the political balances changed.

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¹²⁰Ağır, p. 151-162.

¹²¹Arnold von Harff, *The Pilgrimage of Arnold von Harff*, trs. Malcom Letts, London 1946, pp. 115-116.

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International Conference on Social Sciences and Humanities (IBU-ICSSH21)

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THE MUSEUM UNDER OPEN AIR

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Abstract

The Museum Under Open Air was established in the place for outings named after Ajami in Nakhchivan by the decision of V. Talibov, Chairman of the supreme Majlis of Nakhchivan Autonomous Republic signed on 11 June 2002. The territory of the museum is about three ha. The Momuna khatun tomb of the XII century, sacred place (Yagub cloiter) are in the territory of the museum. The key objects of the museum are the ram figures prepared from different stones. Besides this some figures hewed from stones, ancient stone inscriptions, grave-stones column pedestals are also included the fund of the museum. The petroglyphs of the Bronze Age dating back to 2-1 millennium. B.C. brought from Gamigaya are exhibited in the museum. The objects in this museum mainly cover the Middle Ages. The major part of the memorial grave stones in the territory of the Nakhchivan Autonomous Republic are of stone ram and sheep monuments prepared from different kinds of stones. After observing the spread area of these

monuments in the territory of the Autonomous Republic due to the regions one can easily clear up that less or more these types of figures spread in all corners of Nakhchivan in the past. For the ram and sheep monuments spread the territory of Nakhchivan Autonomous Republic occupies one of the leading places in Azerbaijan. The wide spread of these figures in this territory shows that in the ancient periods the local people were engaged in cattle breeding. Ram was considered the symbol of power, force, richness for the ancient Turkish people. stone ram and sheep figures date back to the oldest time. At present, the museum's exposition preserves and displays 226 ram statues, stone inscriptions, tombstones, stone-related household items related to the mythological and religious worldview. More than 70 of them are stone ram and sheep figures. In addition, the museum has material and cultural samples of different periods found in the regions of the autonomous republic - stone inscriptions, column bases, various stone figures, tombstones, etc. protected and displayed. However, as a result of the state's care for our

material and cultural samples, ram and sheep statues have been collected and restored and displayed in the

Open-Air Museum today, and are important for the promotion and recognition of our rich historical and cultural heritage.

Keywords: museum, material-cultural samples, ram-sheep statues.

1 Introduction

Museums are cultural centers that play an important role in preserving and conveying our national and spiritual values inherited from ancient times. The organization of museum work in the Nakhchivan Autonomous Republic is very old. Thus, the first museum in Nakhchivan was established in 1924. However, in the following period, the level of care for museums was not so high. The political processes that have taken place in our country since the late 1980s, the occupation of 20% of our lands, have had a negative impact on the museum sector, as well as on all other areas. On the initiative of national leader Heydar Aliyev, the first republican meeting of museum workers was held in 1993. Based on the results of the meeting, a decision was made on "The state of museum work and its improvement." After all this, there was a revival in the life of existing museums and a number of new museums began to be created. Nakhchivan, an integral part of Azerbaijan, has taken important steps in the field of culture during the years of independence. A number of museums have been established in Nakhchivan since 1996. One of these museums is the Open-Air Museum Complex.

2 Establishment of Museum under Open Air

The Open-Air Museum was established in the Ajami Park in Nakhchivan by the Order of the Chairman of the Supreme Assembly of the Nakhchivan Autonomous Republic dated July 11, 2002. The decree states that "Aries statues, tombstones, stone carvings are works of art associated with the most ancient mythological and religious views of the Azerbaijanis, as well as examples of ancient culture and have an aesthetic impact" [3]. This order is an important document for the protection, study and promotion of our stone carvings, one of the best

examples of decorative applied art of our people, and their transmission to future generations.

By a new order issued by the Chairman of the Supreme Assembly of the Nakhchivan Autonomous Republic on February 2, 2015 [4] The Open-Air Museum "Khan Palace" operates as a State Historical-Architectural, Momina Khatin and Open-Air Museum Complex. The tomb-museum "Momuna Khatun" of the XII century, which reflects the activities of the Atabey state of Azerbaijan, also operates in the territory of the museum complex, which covers an area of 2.58 hectares. The exposition of the Open-Air Museum has significantly enriched over the past 19 years, and thousands of visitors have visited the museum. At present, the museum's exposition preserves and displays 226 ram statues, stone inscriptions, tombstones, stone-related household items related to the mythological and religious worldview. More than 70 of them are stone ram and sheep figures [2]. The key objects of the museum are the ram figures prepared from different stones. Besides these some figures hewed from stones, ancient stone inscriptions, grave-stones column pedestals are also included in the fund of the museum. The petroglyphs of the Bronze Age dating back to 2-1 millennium. B.C. brought from Gamigaya are exhibited in the museum [5].

We would like to note that the stone carved ram figures, which are the main exhibits of the museum, were first placed next to the burials in connection with the beliefs and burial customs of the ancient Turkic peoples, but over time this custom was gradually replaced by statues placed on graves. After the acceptance of Islam, this custom was temporarily forgotten, starting from the XIV century and gradually revived in the XV century during the rule of the Garagoyunlu and Aghgoyunlu tribes in Azerbaijan.[6]. Since that time, stone statues of rams and sheep have been placed on graves in Azerbaijan, including Nakhchivan, which is an integral part of it. The depiction of swords on most ram figures testifies to the warlike and heroic history of our people.

3 Conclusion

Fakhraddin Safarli, director of the Institute of History, Ethnography and Archeology of the Nakhchivan Branch of ANAS, corresponding member of ANAS, one of the well-known researchers of epigraphic monuments in our country,

notes that the strong trust of local people in stone ram and sheep statues caused Armenians to respect them. They brought these figures from ancient cemeteries and began to place them on their graves. However, the Armenians were not satisfied with this, and since the end of the last century, these statues have been stolen en masse from our territories. They tried to present these monuments as Armenian cultural monuments by arranging them in different places in the territory of Armenia [1]. Even the Armenians, who were not satisfied with this, took an active part in the process of destroying most of the stone and ram and sheep statues in the territory of the autonomous republic and tried to erase the traces of our ancient history. Traces of Armenian vandalism can be found in many of the statues displayed in the museum. The heads of most ram and sheep statues are savagely dismembered. However, as a result of the state's care for our material and cultural samples, ram statues have been collected, restored and displayed in the Open-Air Museum today, and are important in terms of promoting and promoting our rich historical and cultural heritage.

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Figure 1. The view of Museum Under Open Air



Figure 2. Samples of material culture displayed in the museum

International Relations

CHANGING WORLD ORDER DURING INTERREGNUM

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Abstract

This paper deals with the crisis of the domination of the political “West” with the rest of the world, at the end of the 20th century and the beginning of the 21st century. Using the tradition of Ancient Rome, this paper will label the mentioned period as interregnum. Period when the unipolar world shifts towards a multipolar world, in which there is a need of new coexistence as a product of dialog against confrontation. The aim is to draw a historical parallel in order to determine the genesis of previous and current phenomena during the period of interregnum. Determination of the existence of cycles of interregnum in different civilizations and the exit strategy from such periods, with a special emphasis on modern phenomena in the era of globalization.

This is a time of multiple crises and uncertainties which mark the end of the world as we know it, and the original need to go back to normalcy in an entirely new context of human existence. The paper, while analyzing the challenges of Western civilization, will also observe if the West, as a civilization, will have the courage for making bold and new decisions, or will it let another civilization do this; the paper deals with the view of West on the West itself. It was necessary to decipher the structural crisis of what we call the West, in order to respond to the dilemma of whether we are living in the end of the 5 centuries domination of the West over the entire humanity.

Keywords: west; centuries; strategy; human existence.

1 Introduction

There are numerous definitions of the term interregnum and, at the same time, numerous interpretations that have been the product of various historical contexts. Depending on the needs, the term itself and its application offered explanations of current, temporary and irregular events, caused by a variety of symptoms, trends, historical ordeals, personalities, and so on. In general, the interregnum is a time interval indicating the interruption of a certain continuity. This time interval between two periods (what was and what is coming) is most often used in defining the temporal space from the end of the reign of one sovereign ruler until the coming

to power of another, that is, his successor. It is in this time gap that there is a suspension or interruption of executive control or control by one governor. The etymology of the term itself, which is a coinage of two separate words, originates in the Latin language: inter (between) and regnum (government/authority, power, empire), i.e. inter-governance. In fact, this term was most commonly used when there was interruption of the rule of kings and emperors, that is, the time when the empire, the monarchy, or the state was left without a ruler, most often because of death or coup d'état.

However, the original use of the term is found in the Roman law in which the term is a legal concept, in its institutionalised form and application. According to Zygmunt Bauman, it appears for the first time in Titto Livio history of Rome. As Livio cited, legendary King Romulus, “ruled Rome for 38 years, and 38 years represented an average length of life of an average person, which means that when Romulus died, or as Titto Livio suggests, was raised to heaven, there were very few people in Rome who remembered a world in which Romulus was not present. It was the first interregnum, a time of panic, of a complete decomposition of life, of total uncertainty. People were used to the idea that whatever needs to be done, and how people need to live comes from Romulus. He will tell you.”

In the period of the Roman Republic there was a time of political imbalances, caused by a period of no-governance, that is, an inter-governance in which the Senate found itself without a sovereign king who possessed the actual power to command the Republic, or the holder of the highest authority (imperium). During the interregnum, that temporary suspension of law occurred were until the proclamation of a new sovereign, where the Senate independently assumed power over the need for legitimate authority and its re-activation. .

In addition to the original Roman interregnum, there were numerous interregnums throughout history. Among the better known are Ottoman, Chinese, and Vatican. But there were interregnums even when the time periods themselves were not named so, and yet were followed by temporary, short-term trends,

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

symptoms and diagnoses. In Europe during the 16th century, the term interregnum itself gained wider meaning than the then known, as “a breach of continuity in the normal executive reign of a sovereign power: the paradigm of the empty throne. It is commonly used, for example, to designate the period between the reigns of Charles I and Charles II in England.”

The debate on the “end of history” is already a hackneyed rhetoric that proved to be an idealistic utopia, which has never achieved its ultimate goal: peace. But in some ways, the period between the welcoming of the triumphalism of the liberal democracy and the beginning of the real 21st century, through the terrorist attack of the World Trade Centre in New York, was nothing but a temporary state: interregnum. This condition was an opportunity, a period of thought about what would be born as a new paradigm that would show the direction to which the new order would strive. Instead of creating values and ideals based on respect for human rights, the rule of law and mutual respect, the interregnum of liberal democracy went in a different vague direction that brought to the surface the symptoms arising from its failure to achieve its ultimate goal. Among the symptoms that undermine the current international order are undoubtedly the economic crises in the United States and the EU, the undermining of the middle class, a young generation that for the first time lives worse than their parents due to the enormous unemployment rate, as well as the dysfunction of international institutions, The United Nations Security Council above all, which is reflected through the hot spots and monsters of the war that carry countless casualties on a daily basis.

As this Runaway World (Giddens, 2002) and its failures in some way show, the triumph of liberal democracy and capitalism seemed to represent an interregnum in order to accomplish another purpose, rather than an end in itself.

The interregnum reflects the time interval, that is, the form of this vacuum in international politics. But the very essence and all that fills this space could be defined as ad interim, which is a state of “temporariness” or “interim”. A period filled with the failures of the old order and the sparkle of hope brought by the new, still unborn order. Ad interim is a dangerous condition. Dangerous in the sense that it constitutes a threat to itself if it fails to get rid of the constraints that lead it to a state of fear, uncertainty and alternatives that will only change their form, but not the content.

One of the key authors who portray this situation is the Marxist Italian philosopher Antonio Gramsci. In

defining the interregnum, he does not refer to the Roman law, according to which in the time of the republic the existence of authority that is in charge is present, even though the executive power is suspended. He goes beyond the limited definition of the Roman Republic and the 16 centuries-long inter-periods from one king to another. The Gramsci’s interregnum does not reflect any transition and a normal period of its implementation. On the contrary, dwells on a state of crisis in which authority is interrupted, but there is still a continuation of the rule. In that case, the question of legitimacy arises as well as to what extent the ruling class has a support of its rule.

The time in which Gramsci writes his “prison notes” is a product of the Great Depression with the Wall Street collapse in 1929, which stroke an unprecedented blow to capitalism, unprecedented until then, and to this day. This crisis was an occasion and an incentive for the rise of the far-right parties, which in Italy had already had their own pace with the Fascist takeover of power, six years before the Great Depression. On the other hand, the far left through the Communist Movement in the period of 1928 intensified its presence through the Comintern, which represented the third period of the Communist International. At that time in the Soviet Union, more precisely at the end of 1929, the rural collectivization began after the termination of Lenin's New Economic Policy (NEP). The Italian Communist Party in 1930 adopted an extremely left-wing stance, due to the pressure from the Comintern, rejecting democratic perspectives as unacceptable in order to crush Mussolini's power. This extreme left-wing trajectory did not have Gramsci's approval, on the contrary, he vehemently opposed it.

In his Prison Notebooks, Gramsci will depict a period that is characteristic for each interim period, torn between two realities: “If the ruling class loses consensus, that is, does not “lead” but is only “dominant”, demonstrates force through coercion, which exactly points out the fact that large masses are moving away from their traditional ideologies and do not believe anymore what they previously believed in. This crisis consists precisely in the fact that the old is dying, and the new cannot be born; in this interregnum a great variety of morbid symptoms appear.” (Gramsci, 1971)

In some interpretations, like that of Slavoj Žižek, the phrase morbid symptoms is replaced with monsters. (Žižek, 2011) According to Gramsci, the morbid symptoms manifest themselves in a variety of ways: “physically (depression), epistemologically (scepticism

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

with regard to all theories), economically (poverty), and politically (cynicism)... there is no easy solution to this crisis. It does not seem possible to return to a former state that is not trusted anymore, nor is it possible to come up with new and promising alternatives. In other words, general disbelief makes it impossible to reactivate the old ideologies, while cynicism and scepticism makes it harder to believe in any new propositions.” (Theophanidis, 2016) It is precisely the appearance of morbid symptoms that suggests the arrival of a new, uncertain world, which until it is born will be stuck in its own ad interim.

One of the most important sociologists and philosophers of the 21st century, Zygmunt Bauman, will make the parallel of the time in which we live with the interregnum of the old Rome, which Gramsci calls ad interim. In one interview, Bauman concludes that it is not possible to endure for a long time in this state, because this is the time in which the old ways of doing things are no longer functional or are ineffective, while the new instruments are still not invented, let alone tested. Bauman disagrees with the fact that the period of change in which we live is characterized by a transition. In order for a transition to take place, a transition from “here” to “there” is needed, but although we know very well the place from which we want to escape: “here”, we have no clue about what “there” is where we want to get. Bauman fears that we could be taken to the desired place without our will, as well as because of wrong actions or the lack of them. Bowman's conclusion is that we are “not getting anywhere”.

In his lecture at the forum “Dialogue of Civilizations” in Italy, Bauman will warn about three aspects that mirror living in the world of interregnum. According to Bauman, we are first of all haunted by ignorance, that is, the lack of it, which simply manifest our lack of belief, lack of self-confidence and lack of trust in the knowledge we already possess how to do things, and we need to change things. According to Bauman, the other aspect very closely lettered to ignorance is the feeling of impotence, that we do not know how to do it, how to go about it, who is going to do it. These two aspects are accompanied, as he says, with the most painful aspect, and that is the loss of self-confidence and the feeling of humiliation, we are inadequate, whatever we do does not have much consequence, nothing happens, we are trying this and that, sometimes we are coming close to very great self-sacrifice, but nothing really happens. “Once you believe that, than you stop acting, you stop thinking, which means that we are in sort of a vicious circle in a time of interregnum, we exacerbate all the things which

make us ineffective in shaping our joint future.” According to Bauman, the crisis today does not consist of what should be done, but who will do the job, because, as he concludes, this is a crisis of ages and does not represent a pre-crisis of ideas because ideas are abandoned, and the real ideas are very prolific.

But what is necessary to note is the reason why today's world is again in a state of interregnum and what are the symptoms that occur because of the existence of that temporary vacuum. One of the reasons is exactly globalization, which appeared as the dominant megatrend of the transition from the twentieth to the twenty-first century. But it is precisely the globalization that created a discrepancy between the economy and politics. The world has united economically , creating a market that thanks to advanced technology is available in every home. On the other hand, politics remained in “Westphalia”. Namely, the world of nation states remained trapped in retrograde policies and the leaders who remained within their borders. If in the world of economics, globalization united the world, in politics it should have been cosmopolitanism, which unfortunately seems to go to the other extreme. Globalization has created consumer societies that are a means rather than an end in themselves. Bauman talks about “Liquid Life”, which is realized through the conditions of constant uncertainty, and thus the life itself is erratic. This Liquid Life is intertwined with consumerism and the “consumer syndrome”, which is a prerequisite for assessing individuals in society, measuring their consumer capacity. In such a society, according to Bauman, there is no desire for improvement, but only for the abundance through which marketization is carried out, which fills the living space.

The second reason would be the need to revise the “social contract” and the debate about freedom and security. There is a perception that we are in an unstoppable and irrevocable progress, together with our post-modern society, which in fact is in an uncertain and dangerous momentum due to the incorrect redistribution of freedom and security. These two constants, which are in an eternal mutual relationship, are the two postulates of the social contract that has been valid since Hobbes until now. But what if the same agreement is violated, when security is used as an excuse for the deficiency of freedom, and the price paid is too high and leads to dependence on fear and to the apparent stability of neoliberalism? It is also one of the crucial reasons for the dysfunction of democracy, above all the neo-liberal paradigm, which in turn leads to the emergence of post-concepts. (Bauman, 2014) According to Bauman, the

neoliberal revolution resulted in a prominent discrepancy and with the possible “divorce between power (meaning the capacity to complete things) and politics (meaning the ability to decide what things are needed and need to be done).” (Bauman, 2014)

The transformation that reshaped the international into a world order, at this point is in a state of interregnum. It is precisely this time period between the changes of power, that is, the change of the centres of gravity in the world international order, whose certainty is not yet clearly established, creates a state of vacuum. Ian Bremmer, using the so-called “G-Zero” phenomenon, describes the state of vacuum in international politics, primarily caused by the decline in Western influence on international relations and the lack of global leadership without a vision of major political and economic issues. The very notion “G-Zero” means a world order in which no country, or a permanent alliance of countries, can meet the challenges of global leadership. (Bremmer, 2012) Specifically for the United States, Bremmer says that although its role in the G-Zero world is diminished, it finds its advantages in the multilateral approach, contrary to the challenges of foreign policy, through Washington's attempt to create security ties with other countries and a single massive trade deal with China, which aims at deepening economic integration in Asia... this whole crisis, according to Bremmer, will result in regional leaders, not with a single global leader, whose goal is to maintain peace. (Bremmer, 2012) According to him, the situation through which we are passing is not a new world order that everyone is waiting for but an interregnum. This situation is stuck between the world system led by the United States and something new that we do not know yet.

It can be concluded that the interregnum as a cycle that is constantly going backwards through history, this time is prompted by rapid technological development, the displacement of the centre of gravity and world domination, globalization, desovereignization, and post-capitalism, which are key symptoms of the twilight of the existing world and the rise of the new world that comes. To fully perceive the current interregnum, emphasis should be placed on the eroded neo-liberal world order, which led by the West, that is, primarily by the United States, is just one of the “morbid symptoms”.

2 The Political “West” in Interregnum

Today's interregnum is currently in a phase in which, according to some thinkers, it becomes an imperial interregnum, and for some a hegemonic interregnum. These views are partly due to the perception that the crisis of neo-liberalism is also a crisis of the entire humanity, and that whatever the crisis that will affect the hegemonic center of power, it will also affect the rest of the world. On the other hand, this is due to the fact that international politics and international relations are today led (at least up to now) by one center of power that we can locate in the image of the Western civilization. The purpose of the West after the Second World War was to grow into a hegemonic force that further aimed at becoming an empire. However, the world order established after 1945 “was not as radically new system but it rather represented the concentration and the climax of the previous one. Empires became spheres of influence of the superpowers. And the old multilateral balance of power in Europe has become a bilateral balance of fear on a global level.” (Kuper, 2007) During the American era, the balance that at the same time was playing and is playing a role in democracy and is favorable, explains the reason why the liberal revolutions that happened later in that era proved to be successful. “It clearly points to the fact that if the USA themselves were not powerful to the extent that they were, we would have witnessed fewer transitions, and those that would have happened would have been short-term. It could have led to a shallower and easily reversed third wave.” (Kagan, 2012)

According to Robert Cooper, for the most part of their history the USA were consciously anti-imperialist, “first of all, from its own struggle for colonial liberation through to the Monroe doctrine. True, it has interfered relentlessly in the internal affairs in Central America, acquired territory by force (as well as purchase), and it was caught up in the imperial frenzy at the end of the nineteenth century, but it was also one of the first to give up its colonies.” (Kuper 2007) Cooper continues arguing that “the United States is a country founded on ideas, and its vocation is the spread of those ideas. European countries are based on nation and history. For Americans, history is bunk. They aim, as the Mexican author Octavio Paz says, at the colonization not of space but of time: that is, of the future.” (Kuper 2007) Cooper concludes that if America is not imperial in the usual sense, it is certainly hegemonic: “it does not want to rule, but it does aim to control foreign policy. The hegemony

(according to Cooper) is “essentially voluntary, part of a bargain in which America provides protection, and allies offer bases and support. From an American point of view, countries can choose to be allies or they can be irrelevant, in which case they can be left alone? If they begin to be a threat then they become, potentially at least, a target.” (Kuper 2007)

But despite the successful realization of the Western idea, it is the interregnum of its domination that was created at the moment when the concepts of hegemony and empire began to move away from one another, that is, from their center. The crisis of Western domination, through Europe, but certainly more through the United States, reached its zenith at the moment when it lost its hegemonic role, but wanted to continue its own imperialist neo-liberalism, which for many anti-capitalists is, in fact, a despotic imperial force but with a human like face. In other words, borrowed from Gramsci and Bauman, the crisis arose when the consensus of domination and governance shattered, that is, the authority lost its power, but continued to rule; and at the moment when power and politics separated from one another.

But what has led to such a state and does the West itself, in its very nature, bear the seeds of its erosion? On the other hand, can the whole state in which the West is today be called good? “The words ‘good’ and ‘justice’ have meaning as long as people believe in human nature, even though the modernists sought to control nature rather than living by it, and the basic issues of political philosophy remained possible - and that is to say, as long as people are guided by anthropology.” (McAllister, 1996) “While Strauss accepted the theology of Plato, which has the nature in its basis, “Heidegger denied nature in favor of the creative will of “the existing people”... Conditions created after modern rationalism, persuaded Strauss that the West had a fateful choice ahead: the question Plato or existentialism is an ontological question today. Or, in other words, he should choose between ancient or modern thinkers.” (McAllister, 1996) Strauss emphasized that the first wave of modernism resulted in the creation of the American foundation of liberalism, more precisely through Machiavelli, Hobbes and Locke, but he is nevertheless sceptical about the limitation of these authors alone. “Strauss considered that the United States is the only country that is in explicit opposition to Machiavellian principles”. (McAllister, 1996)

3 Time of Morbidity?

Hence, to get to the symptoms that suggest the erosion of Western civilization, it is logical to first detect symptoms of the disruption of the time in which we live. These two are in a causal relationship. With that premise, the Canadian philosopher Charles Taylor, searching for malaises depicting modern times, or, in other words, the symptoms that characterize the interregnum of the modern era, will come to the conclusion that while our civilization is continually “evolving”, we and our societies and cultures feel loss and decay. As the first indicator of this decay, that is, the first malaise, Taylor takes individualism even though it is one of the most valuable achievements of modern civilization. As members of the “I-generation” led by “narcissism”, people live increasingly in a state of permanent “painful and sad obsession with oneself” in which there is no empathy. (Taylor, 1991) That narcissism is often present among political leaders. In them, it is expressed to a high degree. They, as founds Fromm, do not only use their charisma in the role of their political success, but they need all that hysteria around them for their own personal health. “The idea of their own greatness and infallibility is essentially based on narcissistic grandiosity, not on the true achievements of the human being.” (Fromm, 1973) Based on that, Fromm concludes that when there is a group narcissism, it is no more about the individual, but the group in which he belongs in which the individual can fulfil their narcissism without restriction and turn it into a rational judgment and judgment of values, due to the fact that the same opinion is shared by the other members of the group to which they belong. “That consensus manages to transform fantasy into reality, because for the majority of people, reality consists of a general consensus and is not based on reason or critical study.”

Referring to the loss of the heroic dimension of life, Taylor argues that “people no longer have a sense of a higher purpose, something that would be worth dying for”, i.e. “suffering from a lack of passion”. We can also see this in the study of the crisis of democracy of the trilateral committee. There, among the views of prominent theorists, it will be concluded that courage was what was lacking most. In a speech addressed to Harvard graduates in September 1978, Alexander Solzhenitsyn stated: “a decline in courage may be the most striking feature that an outside observer notices in the West today. The Western world has lost its civic courage, both as a whole and separately, in each country, in each government, in each political party.” He pointed out that “such a decline in courage is particularly

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

noticeable among the ruling and intellectual elites, causing an impression of a loss of courage by the entire society.” (Müller, 2011)

The genesis of the English word for courage comes from the French word *Coeur* which means heart. Hence, the psychologist Salman Akhtar will note that both metaphysically and traditionally “the heart” is considered as the seat of the emotions, spirit and power of character. “The implication of such an etymology is clear: the courage involves the capacity for the person to bear with difficulties, “without even blinking”, to dare to be innovative and do what is necessary regardless of the terrifying consequences of those actions.” (Akhtar, 2012) Therefore, Akhtar believes that the courageous man does not depend on the approvals of others and does not need their consent. His own observations and his own thoughts are sufficient to him. Therefore, only a courageous man can oppose the narcissism referred to also by Fromm. This requires moral courage that Akhtar considers to be quite the opposite of “moral narcissism”. Possession of moral courage implies loyalty to one’s own convictions even under circumstances in which honesty is not only not supported but also punished. Moral courage differs from moral narcissism because it improves the capacity for object relations, while narcissism destroys it. “More importantly, moral courage allows self-expression and authenticity, while moral narcissism, attacking somebody’s dependent aspirations and intellectual desires, creates a false sublimation of itself.” (Akhtar, 2012)

However, Taylor quoting Nietzsche will conclude that we are in a state of “comfort worthy of pity”. (Taylor, 1991) Indeed, today’s individualism turns into what the British rock band “Pink Floyd” called “Comfortably Numb”. This state will be fully captured by the prominent Serbian philosopher Radomir Konstantinović in his work “Philosophy of the Province” (Filozofija palanke), published in 1969, which to this day represents one of the most authentic philosophical reflections in the territory of the then Yugoslavia. Namely, Konstantinović will conclude that our spirit is “provincial”, referring to the spiritual condition of the individual, which is stuck somewhere between the village and the city. A life that is routine and that feels certain by the certainty offered by the routine itself. In this world, the individual fears the unknown and the promises of the polyvalence of styles that is widespread in the world. (Konstantinović 2000) Hence, we can conclude that in order to get to any transformation, that is, a metamorphosis, it is necessary to avoid indulging in something and passivity as two negative activities.

Two indicators that raise the question of whether the individual in this world of the globalization is lost? It is Taylor who sees this dark side of individualism through “focusing on ourselves, which abolishes the depth and breadth of our lives, impoverishes their sense and makes us less interested in others and society.” (Taylor, 1991) By bringing him/herself into a state of lethargy and ultimate conformism, the individual is less interested in the general good and the ideals of the liberal order that were once perceived as the ultimate stage of human life.

The second malaise, or occurrence, is defined by Taylor as an “instrumental mind” or “rationality to which we resort when we calculate the most economical way of using the means available to achieve a particular goal.” By doing so, “we fear that things that need to be decided on the basis of some specific criteria will be decided only from the point of view of efficiency or cost-benefit analysis, that the independent goals that should govern our lives will be suppressed by demands for maximizing the effect.” (Taylor, 1991) The instrumental mind is closely related to individualism because it also represents its product, causing a relation of causality. Selfish obsession with oneself leads to a material world in which the personal benefit and accumulating wealth are the main precondition for happiness. At the same time, Taylor criticizes both technology and its aura through which we believe that every problem can be resolved, even those that are susceptible to a completely different approach.

Leading the entire debate on the malaises of modern times to political life, and the market and the state as two institutional structures, which are the same structures based on which humanity has been functioning for centuries, Taylor understands this battle not only as a “battle of the heart and mind”, which in fact, is one of the key and most important battles, but also a battle that will lead to an institutional change, which, contrary to the opinions of the great theorists, who were on the trail of the revolution, cannot be sudden and thorough.

This leads to the third malaise: the freedom and the danger of losing it. Taylor, quoting Tocqueville, leads us to the fact that the only defense mechanism of the potential loss of freedom lies in “a vibrant political culture in which the participation in power at several levels and engagement in volunteer organizations are highly valued. But it is disabled by atomization of individuals who are occupied with themselves.” (Taylor, 1991) The fear of a society where “people end up as individuals locked in their own hearts, which is a society with a small number of individuals willing to engage in

the affairs of self-management” (Taylor, 1991), that is for Taylor an introduction to a new, modern despotism.

According to Ismail Serageldin, the current world order goes through five contradictions. The first contradiction in the current world order is due to the fact that the whole set of concepts and ideas that are dominant today are entirely Western creations. Most of the rest of the world accepts them but did not participate in their creation and implementation. The second contradiction relates to Muslim fanaticism. Forces that upset the stability and order of countries from Indonesia to Nigeria. They are today a threat to Europe and America, or to the whole world. They actually aim to overturn the current world order - the “lines drawn in the sand after the Sykes-Picot Agreement” and to establish a religious state based on a barbaric, fanatical ideology. They are the same that kill more Muslims than non-Muslims. The challenge here is of an ideological nature that reminisces of the rise of totalitarian ideologies, such as communism in the 19th and 20th centuries. A third contradiction is the very nature of the state. Foreign policy based on soft power cannot be effective and deliver results in times of crisis, and the lack of commitment of EU members to a unified strategy. The fourth contradiction is the one between politics and the economy. The fifth contradiction is the apparent obsolescence of the UN design and the absence of another alternative design of a forum where major powers discuss big issues and bring solutions, not only declarative decisions and consents. (Serageldin, 2016)

Similarly, Ferguson talks about the Four key components (which he calls black boxes that need to be opened) of our civilization: democracy, capitalism, rule of law and civil society, and the same ones that are the pivot of the Western institutions are degenerate. (Ferguson, 2013)

4 Conclusion

In his work “Decline of the West” Spengler writes that the 19th century was “the winter of the West, the victory of materialism and skepticism, of socialism, parliamentarianism, and money.” (Spengler, 2003). Arnold Toynbee mentions the cycles, the reactions of the creative minorities, followed by the weakening, that is the civilizational suicide when the leaders do not face the challenges before them creatively enough. (Toynbee, 1987) Sorokin claimed that great civilizations go through several phases: crisis, ordeal, catharsis, charisma and resurrection. (Sorokin, 2002) All of these forgotten authors in their works start with the assumption that history has its own rhythm and even own cycles. The interregnum is a part of that rhythm and

it is a transition from one to another cycle. However, from the research in this paper it can be concluded that the dilemma whether the history of the international relations is cyclic over long periods, or arrhythmic, or, according to Niall Ferguson, it is almost static at times, but capable of rapid acceleration. What if the historical time is less like a slow and predictable change of the seasons, and more like the elastic time of our dreams? Moreover, what if the collapse of the civilization does not take centuries to occur, but slyly and suddenly? (Ferguson, 2013)

Precisely because of everything that Fergusons lists, we can conclude that it is almost impossible to predict the future of the political “West” based on just the data and the experience from the past and the death of its adversary, the political “East”. The period of interregnum of the international relations in the past was a transition from an established balance in lawlessness. It is always ad interim, a period which might have lasted for even decades, but was never permanent. This period, as correctly defined by Gramsci, is a period of morbid symptoms, or metaphorically speaking, a period of a hangover. The triumphalism from the death of the political adversary “East,” which resulted in globalization and the creation of a complex system of economic connections, starting from 2017, was headed towards a collapse, shifting the focus from the West to the East, East which is different from the East from the Cold War, but East which contains creative minorities that led to the economic success in China, India and other Asian economies. Therefore, rightfully, there is the dilemma about whether this interregnum announces the decline of the western civilization after its 1500 years of domination with the rest of the world and the other civilizations.

Numerous authors, contemporaries to this interregnum of the international relations are preoccupied with new questions about what can be done about this “autumn” in the West, that is, as Ferguson, quoting Zakaria, concludes that in a post-American world, the monopoly of what has been typical for the West, and lacking for others is being lost. Namely, the Chinese now have capitalism. The Iranians have science. The Russians democracy. The Africans “slowly” receive the modern medicine, and the Turkish have a consumers’ society. That means that the western ways not only do not decline, but they flourish almost everywhere. There are only a few areas which show resistance. The number of people sleeping, showering, getting dressed, working, playing, eating, drinking and traveling like Western people is rising.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

Evidently, the period of interregnum is not the disappearance of the western civilization, but its globalization and global spreading. Although in the past 1500 years it caused a great deal of injustices regarding other civilizations, some of which it destroyed, still it can be said that the West offers institutions in the area of economics, societies and politics which are unparalleled, and from which it is expected to unleash the human creativity in order to find solutions for the latest challenges.

Although, perhaps, the political “West” will not survive many of the threats and challenges it faces, it is of utmost importance to open a dialogue with the non-western world, rather than to retreat waiting lonely for the end, running away from the new, multipolar world. Perhaps now is the time to remind ourselves of Toynbee who asks for “repeated devotion” to freedom, which will be in accordance with the time we live in and it will be a new narrative of philosophy and a manifest of the new creative minorities created with the digital transformation of the entire humankind, which is interconnected and full of interaction.

The interregnum offers a moment for self-reflection regarding the “West” before transitioning into the next phase in history in which instead of fighting, self-accusation, confrontations and debates, the West will start a debate with the rest. It will accept the reality of the multipolar world and the others’ growth.

In this interregnum the creative civilization will be forced from the outside to adapt to the cultural configuration of the dominating civilization, although the ideas of the dominating civilization will not become rooted in the creative civilization. The interregnum is a time for thinking by looking in the past in order to project the future. Like in the past, the interregnum is a period when we need to find strength and show courage to face what lies ahead.

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SUBSTANTIVE ANALYSIS OF THE PRESPA AGREEMENT AND THE IMPACT ON MACEDONIA AND GREECE

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Abstract

The Prespa Agreement is built on the principles emphasized in the most important international documents (the UN Convention, the OSCE Helsinki Final Act and the Principles of the Council of Europe) on the other hand overcoming the long-standing problem in a peaceful way is a true example of adherence of the fundamental principles of Article 1 and Article 2 of the Charter of the United Nations, not to mention the success of diplomats from both countries involved in the dispute. The parties consider that this agreement will contribute directly and in a long-term to peace, stability and the advancement of good neighborliness in the region of Southeast Europe and is a promoter of positive solutions to overcome open problems in the region. The Agreement mainly stipulates that the name dispute must be resolved by changing the constitutional name of the Republic of Macedonia to the Republic of North Macedonia for inclusive use (*erga omnes*), ie for internal and external use.

Greece undertakes not to block membership of Macedonia in international organizations such as the EU and NATO. Among other things, the agreement envisages the intensification of cooperation between the two countries, the strengthening of political and social cooperation, greater economic cooperation, as well as cooperation in the field of education, science, defense and diplomatic relations.

Keywords: The Prespa Agreement, Greece, Macedonia, name dispute.

1 Introduction

You cannot negotiate with people who say what's mine is mine and what's yours is negotiable!
John.F. Kennedy

The Final Agreement overcomes the great differences between the two neighboring countries and confirms the will of both parties to establish a new historical

framework for strengthening trust, building friendly relations by developing bilateral relations in all areas until reaching a strategic partnership. Greece is one of the countries with which Macedonia, according to official statistics, for many years has the largest trade exchange, along with Germany, Great Britain and Serbia. This trend, according to a number of analysts, in the forthcoming period should climb the line as a result of reaching a long-awaited agreement for all parties involved in the process, Macedonia, Greece and the UN. In the period 2017-2018, as a result of the improvement of bilateral relations between Greece and Macedonia and the start of negotiations to resolve the name dispute, trade with Greece increased by 20% in exports and imports and this positive trade balance confirms the increase in confidence of the traders of the two countries because the Macedonian economy has had the most serious attack as a result of bilateral disputes.¹²⁴

The solution reached with the Final Agreement in Prespa changed the reality between the two countries and created a positive dynamic in relation to the countries of the region. The Final Agreement on the settlement of disputes described in United Nations Security Council Resolutions 817 (1993) and 845 (1993), repealing the Temporal Agreement of 1995 and re-establishing a strategic partnership between the Parties entered into force on February 12, 2019. The agreement was signed in Prespa, because Prespa has customs connecting Macedonia with Greece and Albania. The agreement was called the "Prespa Agreement", so it got the name of the place of signing.

2 Prespa Agreement, Content and Importance of the Agreement

After several months of intensive negotiations with the mediation of the United Nations, the Ministers of Foreign Affairs Nikola Dimitrov and Nikos Kotzias, signed the Agreement for the settlement of the name dispute on June 17, 2018, at 10:30, in the Greek village of Psarades, in the Prespa region. After almost three decades, exactly 27 years, the two neighboring countries

¹²⁴ <http://library.fes.de/pdf-files/bueros/athen/16895.pdf>, pg.4

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

reached a historic agreement on the name of Macedonia. The agreement was signed by Greek Foreign Minister Nikos Kocias and Macedonian Foreign Minister Nikola Dimitrov. Behind them stood the two prime ministers, Zoran Zaev and Alexis Tsipras. The official Macedonian delegation, in addition to Prime Minister Zoran Zaev and Foreign Minister Nikola Dimitrov, included part of the delegation and Deputy Prime Ministers Bujar Osmani, Radmila Sekerinska and Oliver Spasovski, UN Name Mediator Matthew Nimetz, European Union High Representative for Foreign Affairs and Security Policy Federica Mogherini, EU Commissioner for Enlargement and Good Neighborhood Johannes Hahn and Rosemary Di Carlo, UN Deputy Secretary-General Antonio Guterres witnessed the signing of the agreement about the name issue.

The provisions of this agreement remain in force indefinitely and are irrevocable.¹²⁵ This Agreement shall be registered with the United Nations Secretariat in accordance with Article 102 of the Charter of the United Nations upon its entry into force. IN IT'S EVIDENCE, the Parties, through their engaged representatives, have signed the three copies of this final agreement, in English.

In terms of structure, the Prespa Agreement consists of 3 parts, 20 articles and 90 paragraphs, in a total of 20 (twenty) pages in total. The first part arranges for the name and related topics, but also relations for good neighborliness. The second part is dedicated to strategic cooperation between the parties. The third part describes the ways of resolving conflicts and the last part includes the final provisions of the agreement. The 20 (twenty) pages of the Agreement have been assessed as complicated and difficult to understand content by a number of affirmed lawyers and experts. According to a study by the Macedonian Center for International Cooperation, only 3% of the total population actually read the agreement in its entirety, while the rest understood its content from second-rate authors, friends, media and other information tools.

Taking into account the General Assembly Resolution 47/225 of 8 April 1993, the two countries undertake to strengthen and expand their bilateral cooperation and to build it at the level of strategic partnership, in the fields of agriculture, civil defense, defense, economy, energy, environment, industry, infrastructure, investment, political relations, tourism, trade, cross-border

cooperation and transport, then utilizing the benefits of existing confidence-building measures.¹

The essence of the agreement was the change of the name of Macedonia from "*Former Yugoslav Republic of Macedonia*" to "*Republic of North Macedonia*" which will be the Constitutional name of Macedonia and will be used erga omnes, as provided by this agreement. Macedonia's short name will be "North Macedonia". Macedonian citizenship will be Macedonian, a citizen of the Republic of Northern Macedonia, as will be noted in all travel documents. The official language shall be "Macedonian", as accepted at the Third UN Conference on the Standardization of Geographical Names, held in Athens in 1977 and as described in Article 7, paragraphs (3) and paragraph (4) of the Prespa Agreement. While, other points of the agreement have to do with language, nationality, change of the constitution as well as deadlines for these changes.

The political climate in Macedonia was divided in relation to the signing of the Agreement. The strongest opposition bloc was led by the left-wing "LEVICA" party and the "Boycott" movement, while the opposition political party, VMRO-DPMNE, also spoke out against the negotiations and the agreement, but with somehow restrained reactions. In addition, criticism of the agreement came from the international opinion, the academic elite of the country and other countries.

On the other hand, the Government of the Republic of Macedonia, led by SDSM, several Albanian political parties and other coalition partners, remained the main promoters and supporters of the Agreement. They also had the full support of the international community led by the United States and the European Union. The Government of the Republic of Macedonia signed the agreement, which was opposed by President Ivanov by vetoing and refusing to sign the Decree publish the Law on Ratification of the Agreement.

In the sphere of international law, such an act of concluding an agreement is not in accordance with the norms of Articles 7 and 8 of the Vienna Convention on International Treaties of 1969 in the part of the matter on the powers of concluding an international agreement and the certification of subsequent of the same if concluded without the consent of the state. In fact, according to Article 7 of the Convention, it is considered that representatives authorized to conclude international agreements are those people who enjoy full powers, as

¹²⁵ No changes to the provisions of Article 1, paragraph (3) and paragraph (4) of this Agreement shall be permitted

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

defined in Article 2 of the Convention. The Convention provides that if a particular agreement is entered into by an unauthorized person, in that case, the agreement will not produce legal effects unless the agreement is confirmed by the state concerned.

Remarks regarding the agreement have also been addressed regarding the formal right to conclude the Prespa Agreement. The Prespa Agreement was signed by the ministers of the two countries, but this action, according to Article 119 of the Constitution of the Republic of Macedonia is considered unconstitutional. In this case, some Macedonian analysts consider that Minister Dimitrov is considered an unauthorized person because he has no legal basis to conclude an agreement on behalf of the state, nor was he authorized by the President of the state. Analysts base their theory on Article 119 of the Macedonian Constitution and Article 3 of the Law on Concluding, Ratifying and Implementing International Agreements. According to this, Minister Dimitrov has exceeded his powers and is not considered a legitimate international representative with full authority to conclude international agreements. Some analysts go even further by saying that this represents a basis for the agreement to be considered invalid because the lack of authorization means that the Minister has not had the state consent to conclude the same.

The parties, in addition to special obligations in relation to each other, are obliged for some common obligations. By accepting the agreement, the parties simultaneously affirm their existing mutual border as an inviolable and permanent international border. Neither Party shall defend or uphold any claims against any part of the other Party's territory, nor any claims to change their existing reciprocal boundaries. In addition, neither Party shall endorse any such claims which may be made by third parties. Each Party is obliged to respect the sovereignty, territorial integrity and political independence of the other Party. Neither Party shall support any activity of third parties directed against the sovereignty, territorial integrity or political independence of the other Party. Both Parties shall, in accordance with the purposes and principles of the Charter of the United Nations, refrain from threats or the use of force, including threats or the use of force with a view to breaking the existing reciprocal boundary. Both Parties are obliged not to undertake, promote, support and / or tolerate any acts or activities of a hostile nature towards the other Party. Neither Party shall allow its territory to be used against

the other Party by third parties, organizations, groups and individuals who commit or attempt to commit subversive, secessionist, or acts or activities that pose in any way a threat to peace, stability or security of the other Party. Each Party shall without delay forward to the other Party information which it possesses in connection with such activities or purposes.

Each Party hereby solemnly undertakes and solemnly declares that no provision of its Constitution, as in force or as amended in the future, may and shall not be construed as constituting or imposing shall be the basis for any claim against any sphere which is not within its existing international borders. Each of the Parties is obliged not to give, nor allow any kind of irredentist statements and that it will not approve any such statements given by those who claim to act in the name or in the interest of one of the Parties.¹²⁶

In order to strengthen bilateral social relations, each of the Parties must immediately take effective measures to prevent any activities, hostile activities, or propaganda by state bodies or bodies under the direct or indirect control of the state, and to prevent activities that may incite chauvinism, hostility, irredentism and revisionism against the other Party. If such activities arise, both Parties shall take all necessary measures. Each Party shall promptly take effective measures to discourage and prevent any action by private entities that may incite violence, hatred or hostility against the other Party. If the private entity of the territory of any of the Parties commits such acts without the knowledge of that Party, that Party, as soon as it learns of such actions, shall immediately take the necessary measures provided by law. Each Party shall prevent and discourage actions, including propaganda activities by private entities, actions that may incite chauvinism, hostility, irredentism and revisionism against the other Party.¹²⁷

Within one month from the signing of this Agreement, the parties, through the exchange of diplomatic notes, on the basis of parity, will form a joint interdisciplinary Committee of experts on historical, archaeological and educational issues, which will examine the objective scientific interpretation of historical events based on authentic evidence and solid historical sources, scientific and archaeological findings. The Ministries of Internal Affairs of both Parties shall oversee the work of the Committee in cooperation with other competent state authorities. The Committee shall, if it deems appropriate, revise any textbooks and supporting

¹²⁶ Article 4 of the Prespa Agreement

¹²⁷ Article 6 of the Prespa Agreement

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

materials such as maps, historical atlases, instruction manuals used by both Parties in accordance with the principles and purposes of UNESCO. and the Council of Europe. To this end, the Committee shall set concrete timeframes to ensure that in each Party no textbooks or supporting materials used in the year following the signing of this Agreement contain any revisionist / irredentist references. The committee will also study new publications of textbooks and teaching aids. The Committee shall meet regularly, at least twice a year, and shall submit an annual report on its activities as well as recommendations to be approved by the High Level Cooperation Council, which shall be formed in accordance with Article 12.¹²⁸

The Parties agreed that they should cooperate closely, bilaterally and within regional organizations and initiatives, in order to ensure that South East Europe becomes a region of peace, development and prosperity for its peoples. They are determined to promote and cooperate in defining co-operation at the regional level, as well as co-operating in the mutual support of their candidacies in the context of international, multilateral and regional organizations and institutions, such as the United Nations, the OSCE and the Council of Europe. The Parties agreed to further strengthen and develop their bilateral political relations through regular political, diplomatic visits, meetings and consultations.¹²⁹

The parties have agreed to form a High Level Cooperation Council (HLCC), to be composed of representatives of their governments, jointly chaired by their prime ministers. The HLCC will convene meetings at least once a year and will be the competent body for the proper and effective implementation of this agreement and the action plan that will emerge from it. HLCC will have the obligation to take decisions and will promote activities and measures to improve and perfect bilateral cooperation between the two parties, HLCC will consider any issues that may arise during the implementation of this agreement and action plan come out of it, in order to resolve such issues.¹³⁰

As the economy is considered a very important area, especially for Macedonia, the Parties have agreed that further, they will develop their economic cooperation in all areas. Special emphasis will be placed on strengthening and deepening bilateral cooperation in the fields of agriculture, energy, environment, industry,

infrastructure, investment, tourism, trade and transport. To achieve these goals, the Parties will use and utilize existing confidence-building measures, which provide a mutually beneficial platform for cooperation, which will be developed in the action plan. The Parties shall encourage mutual investment and shall take all measures necessary for their effective protection, including measures against excessive bureaucracy and overcoming institutional, administrative and tax barriers. The Parties shall in particular focus on cooperation between the companies, business entities and industries of each of the Parties. The Parties shall refrain from imposing any obstacles to the movement of persons and goods between their territories and through the territory of either Party to the territory of the other Party. The Parties shall co-operate to facilitate such movement in accordance with international law. The Parties shall promote, expand and enhance cooperative synergies in the areas of infrastructure and transport, as well as on a reciprocal basis in the areas of road, rail, sea and air transport and communications, using available technologies and best practices. They shall also facilitate the transit of goods and cargo between them, through infrastructure, including ports and airports, into the territories of each Party. The parties will have to abide by international rules and regulations regarding transit, telecommunications, signs and codes. In order to develop tourism as an important sector for both neighboring countries, the parties undertake to provide support for the expansion of tourism exchange and the development of their cooperation in the fields of alternative tourism, including cultural, religious, educational, medical and sports tourism. and will cooperate in improving and advancing business and tourist travel between them.

The Parties, in accordance with the provisions of the Agreement, undertake to establish the Joint Committee of Ministers (JCM) which will aim at achieving the best possible cooperation in the above-mentioned sectors of the economic partnership, including through the organization of joint business forums. The Committee will meet at least once a year and will manage the continuation of bilateral and economic cooperation, with the comprehensive implementation of relevant sectorial activities, protocols and framework contractual agreements, as well as any relevant future agreements. The parties will also promote closer cooperation between their chambers of commerce.¹³¹

¹²⁸Article 8 Paragraph 5of the Prespa Agreement

¹²⁹Article 11 of the Prespa Agreement

¹³⁰Article 12 Paragraph 1 of the Prespa Agreement

¹³¹Article 14 of the Prespa Agreement

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

In the new era of the industrial revolution and the second generation of machines, the deepening of cooperation between states and societies is necessary more than ever, especially in relation to social, technological and cultural activities in the narrowest and broadest sense. In order to advance in the field of education, culture, science, research, technology, health and sport, the Parties undertake to develop and improve their scientific, technological and technical cooperation, as well as their cooperation in the field of education. They aim to intensify the exchange of scientific and technical information and documentation and seek to improve access to scientific and research institutions, archives, libraries and similar institutions.

The Parties will support initiatives by scientific and educational institutions, as well as by individuals aimed at improving cooperation and exchange in the fields of science, technology and education. The Parties also aim to support and encourage events as well as science curricula in which members of the scientific and academic community participate. They will also support and encourage the organization of bilateral and international conferences in these areas. As both countries attach great importance to the development of research, as well as the application and utilization of new technologies, including digital technology and nanotechnology, in a way that preserves the living environment and perfects the capabilities, capacities and general well-being of their citizens, they aim to develop cooperation between their research centers, researchers and systems of academic institutions. The Parties shall place particular emphasis on the development of cultural relations between the two States, their societies and social groups, with particular regard to art, dance, cinematography, music and theater. In this regard, special importance is given to the agreement. Bilateral cooperation in the field of health, including health protection, will be enhanced.¹³²

Equally important sphere for the two neighboring countries remains police cooperation and civil defense.¹³³ The provisions of the agreement stipulate that the parties will cooperate closely in the fight against organized and cross-border crime, terrorism, economic crime, in particular against crime related to illegal trade and / or human exploitation, crime related to production, illicit trade and / or or the illicit trade in narcotic drugs and psychotropic substances, the illicit manufacture and trafficking in arms, spare parts and components, and

ammunition, then the illegal import, export and transfer of ownership of cultural property, and against acts against civil aviation and acts related to counterfeiting and / or smuggling of cigarettes, alcohol or fuel. In the field of civil protection, the Parties shall cooperate closely, with a particular focus on the prevention and response to natural and man-made disasters, and on disaster relief activities. Either Party may make use of the other Party's specialized education and expertise, and whenever necessary and possible, each Party shall enable the other Party to use its own special infrastructure, in particular for fire protection.

The Parties will strengthen and expand their cooperation in the field of defense, including frequent meetings and contacts between the political and military leaders of their armed forces, then through the adequate transfer of knowledge and capacity building assistance, cooperation. in the areas of production, information and joint military exercises. The Parties shall in particular focus on the training of staff whom the Parties may provide among themselves.

If, following this Agreement, a new dispute arises between Greece and Macedonia, the Parties undertake to settle all disputes only by peaceful means, in accordance with the Charter of the United Nations.¹³⁴ In the event that one Party considers that the other Party does not comply with the provisions of the Prespa Agreement, that Party shall notify the other Party of its concern and a settlement shall be sought through negotiation. If the Parties are unable to resolve the matter bilaterally, the Parties may agree to request the Secretary-General of the United Nations to use his good services in resolving the matter. Any dispute that may arise between the parties regarding the interpretation or implementation of the Agreement may be raised through the International Court of Justice. The parties must first insist on reaching an agreement in order to jointly raise such a dispute before the aforementioned court. However, if no such agreement is reached within six months, or for a longer period mutually agreed upon by both Parties, then such dispute may be brought before the same court by each Party separately.¹³⁵

¹³²Article 15 of the Prespa Agreement

¹³³Article 16 of the Prespa Agreement

¹³⁴ The Charter of The United Nations,1945

¹³⁵ Article 19 of the Prespa Agreement

3 Rights and Obligations of the Parties from the Prespa Agreement

Based on the provisions of the Prespa Agreement, which, like any other agreement, defines rights and obligations for the parties, an unequal negotiating position is observed between the parties, which discusses the way of resolving the dispute and the resolution of the dispute itself. Such an imbalance puts the Republic of Macedonia in an unequal or lower position, which is contrary to the principles of sovereign equality between the states set out in the United Nations Charter. The facts above shows an asymmetry between the parties regarding the rights and obligations arising from this agreement. Thus the first party, namely Greece, has more rights than obligations, in fact only the two most important deal with:

1. The obligation to ratify the agreement after the constitutional amendments and the completion of all legal procedures necessary for the entry into force of the agreement, and

2. The obligation not to obstruct the Republic of Macedonia in its integrations in International Organizations.

On the other hand, the Second Party, Macedonia, has mainly obligations: the obligation to change the constitutional name, the obligation to approve constitutional amendments, the obligation to change the names of institutions, the obligation to adapt state documents with the new name, the obligation to inform other states that have accepted it in the name of the constitution to impose it on them.

According to the Agreement, the citizens of North Macedonia are Macedonians and not north Macedonians, and the language remains only Macedonian without the north suffix as it was before the Prespa Agreement. The state code remains MK or MKD for international use and concrete examples for description would be: Macedonian Culture, Macedonian History, Macedonian Literature, Macedonian Churches and others, given that in Greece, the term Macedonian has a completely different meaning.

Both sides acknowledge through agreement that their respective meanings of the terms "*Macedonia*" and "*Macedonian*" refer to different historical contexts and cultural heritage. As far as Greece is concerned these terms denote not only the shpere of the population of the North Macedonia but also their characteristics, as well

as the Hellenic civilization, history, culture and heritage in that region from antiquity to the present day. As for Macedonia, these terms denote its territory, language, people and their characteristics with their history, culture and heritage which are different from those mentioned in Article 7 paragraph (2) of the Prespa Agreement. Macedonia states in the agreement that its official language, Macedonian, belongs to the group of South Slavic languages. Both sides agree that the official language and other characteristics of North Macedonia are not related to the Hellenic civilization, history, culture and heritage of the northern region of Greece.

Anything related to the state, government, presidency, private entities and actors related to the state or state-funded activities abroad, will use the surname North. So, Macedonia is headed by the Government of North Macedonia, the head of state is the President of North Macedonia, foreign affairs are led by the Ministry of Foreign Affairs of North Macedonia, etc. North Macedonia should also be used for all other official bodies, for example, the municipalities and the University of St. Cyril and Methodius. For example: "*Tetovo is a municipality in North Macedonia where it is common to hear people speaking Macedonian or Albanian.*" Also: "*Cyril and Methodius University is the oldest university in North Macedonia. I went there to do an interview about the Macedonian economy.*"

4 Conclusion

For an ordinary citizen it is complicated, but it must be kept in mind that it took 27 years to reach this agreement. The challenges of the Macedonian Government for the implementation of the Prespa Agreement have been difficult and lacking the support of a significant part of the Macedonian population as well as the opposition, but relying on the good will of both parties, Macedonia and Greece to establish relations and strategic partnership, genuine neighborly cooperation in all areas of common interest paves the way for Greece 's support for the full Euro - Atlantic integration of North Macedonia. The conditionality of the ratification of the NATO Accession Protocol for the entry into force of the Agreement was the most appropriate mechanism to guarantee the full implementation of the agreement. This document is intended to be considered as an agreement that will provide strengthening of regional cooperation and

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

security¹³⁶. Despite the challenges Prime Ministers of the two countries Zoran Zaev and Alexis Tsipras faced, as well as the Ministers of Foreign Affairs, Dimitrov and Kocias, as signatories of the Prespa Agreement, will be remembered as political leaders who had the vision and courage to overcome the long-standing political disputes between the two states and pave the way for the improvement of relations between the two neighboring states in various areas of common interest. The agreement on overcoming the dispute between the two countries was also admired by the international community as a model to be followed to resolve bilateral disputes, while Zaev and Tsipras as brave leaders who had the political good will to overcome nationalist times.

The resolution of this dispute opens a new wind between the Greek-Macedonian relations but at the same time has a positive effect on the stability of relations in the region. However, although there are differing views on the Greek-Macedonian compromise, all parties involved in the process, directly or indirectly, agree on a common point that, with the signing of the so-called Prespa Agreement, the whole process of political mobilization in both countries, the Republic of Macedonia and the Republic of Greece, is gaining new dynamics.

The intensity of public reaction in the coming years will be directly dependent on the completion of the stages provided in the agreement that are closely related to the Euro-Atlantic integration of the Republic of Macedonia.

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¹³⁶<https://www.mfa.gov.mk/page/1504/prashanjeto-za-imeto>

MIGRATION CHALLENGES FOR SECURITY OF THE REPUBLIC OF NORTH MACEDONIA AND WAY OUT

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Abstract

In Europe there are new challenges, risks and threats to peace and international stability, caused by the collapse of the bipolar world, the negative consequences of globalization, national, religious, mass-state and territorial confrontation. Contemporary security challenges, risks and threats, such as international terrorism, organized crime and migration, have affected the ever-closer cooperation of countries in the region and wider in this area.

At the same time, there was an ever-growing need to achieve a balance between the need to ensure an ever-increasing level of security in response to increasingly complex security challenges, risks and threats regarding to migration.

The Republic of North Macedonia (RNM) is not immune to this and now and in the future, it will be corrected against the burden of security and defense requirements. This scientific paper is conceived in three parts. The first part of the briefly explains the security challenges, risks and threats that the RNM encounters at the moment, in the medium and long term, in the second part, the national strategy and competences in the fight against illegal trafficking in human beings and migration are briefly explained. The third part explains the concrete measures and activities undertaken by the RNM in order to reduce the impact of migration on its security.

Keywords: Migration, National Policy, Security and Defense, Threats, Challenges, Measures and Crises.

1 Introduction

Migration as a constant process of people's movement and the constant increase in the number of migrants especially in 2015 and the problem that is associated with it, especially in terms of national security, has caused migration to be the focus of attention in many countries, even in the Republic of North Macedonia.

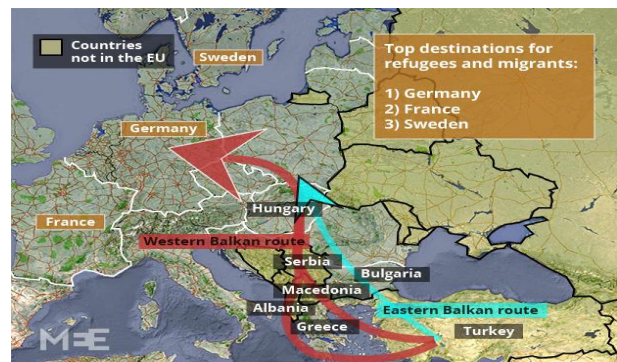


Figure 1: Last counties destination for migrants who coming from Western Balkan

This problem is becoming even more important nowadays, especially given the fact that approximately 214 million people live outside of their countries where they were born or 3% of the total number of humanity and this number have increased enormously in the last 5 years. Also, the total number of migrants on the global level has increased from about 150 million in 2000 to 214 million nowadays, which means that every 33 people today are a migrant.¹³⁷

¹³⁷<http://www.iom.int/cms/en/sites/iom/home/about-migration/facts--figures-1.html>. This information is also being held in the COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, and THE

EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS - Maximizing the Development Impact of migration.. Brussels, 21.05.2013.

2 Impact of the Migrants Crises in the Western Balkans

This increase was also felt in the countries of the Western Balkans and the Republic of North Macedonia, where there was a significant increase in migrants mainly from Afghanistan, Syria, Iraq and other countries. The Republic of North Macedonia, with its geographical position, joining the east with the west, remains the country of transit of migrants. As countries expire, migrants are most commonly from Syria, Afghanistan, Pakistan, the Middle East, and North Africa. The entry of migrants is from the southern border of Greece in the area of the city of Gevgelija and closer to the environment and the exit is most often towards Serbia in the area of Kumanovo - Tabanovce. Transport of migrants is carried out by motor vehicles, buses and North Macedonian railways. Lately, a small part of the migrants opened a branch to Kosovo, towards Montenegro, Bosnia and Herzegovina and Croatia. In the course of 2015 and in the first months of 2016, the Republic of North Macedonia faced a large number of refugees and migrants who transited through its territory on the way to the northern and western European countries.

From a humanitarian point of view, there is an urgent need to ensure safe passage across the territory of the Republic of North Macedonia for refugees and migrants who are determined to reach selected countries in North and West Europe.

Except for the purposes of border control (as one of the essential aspects of national security), the application of such registration procedures was also necessary for the purpose of providing humanitarian assistance, as well as to reduce the risk of exploitation of migrants and refugees by regional network for human trafficking. The total number of migrants and refugees who entered the territory of the Republic of North Macedonia in the period between June 19, 2015 (at 00:00 hours) and March 7, 2016 (at 24:00 hours) and which were registered according to the procedures determined in the Law on Asylum and temporary protection¹³⁸ is 477,876.

The vast majority of refugees and migrants originate from the Middle East and Central Asian countries that

are engaged in wars or are facing serious security problems - Syria (260,891), Afghanistan (122,237) and Iraq (73,281 people).

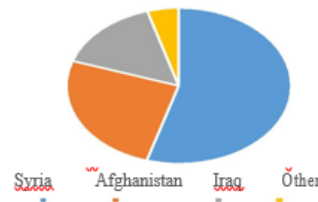


Chart 1: Percentage of refugees and migrants who entered the Republic of North Macedonia in the period between June 19, 2015 (at 00:00 hours) and March 7, 2016 (at 24:00) by countries and territories of origin.¹³⁹

According to their demographic characteristics (gender and age), most of the refugees and migrants who entered the territory of the Republic of North Macedonia were men (244,295 persons), followed by children (148,051 persons) and women (85,510 persons).

Given the clear tendency of the majority of refugees to use the Republic of North Macedonia only as a transit country on the path to the selected countries in North and Western Europe, and the dynamics of their transit through the territory of North Macedonia (as well as the management of transit by the North Macedonian authorities in points of entry and exit, at the borders with Greece and Serbia) was influenced by at least two important variables.

Firstly, and most obviously, the dynamics were influenced by the situation (security, political and economic) in the countries of origin of refugees and migrants, as well as the situation in the third countries that were used for transit before signing to the borders of the Republic of North Macedonia (Greece and Turkey).

Finally, the dynamics were influenced by policies applied by other transit countries on the Western Balkan route, as well as the final destinations in North and West Europe, aimed at limiting the number of migrants and

¹³⁸ "Official Gazette of the Republic of North Macedonia" no. 49/2003, 66/2007, 142/2008, 19/2009, 146/2009, 166/2012, 54/2013, 101/2015, 152/2015, 55/2016 and 71/2016.

¹³⁹ Ibid.

refugees (or certain categories of migrants and refugees) that transited through or arriving in their territories.¹⁴⁰

Table 3: Migration flows through period June 2015 to March 2016 by countries

Period	Syria	Afghanistan	Iraq	Others	Total
June 2015	3,765	548	350	1,252	5,915
July 2015	13,140	1,216	895	1,582	16,833
August 2015	26,573	1,061	1,232	1,957	30,823
September 2015	37,829	9,657	4,718	3,113	55,317
October 2015	48,599	27,752	8,299	6,700	91,350
November 2015	44,908	30,659	12,289	6,834	94,690
December 2015	41,343	24,798	27,161	3	93,305
January 2016	26,490	16,896	10,047	3	53,436
February 2016	16,763	9,650	7,991	0	34,404
March 2016	1,481	0	299	3	1,783
Total	260,891	122,237	73,281	21,447	477,856

3 Migration Threats for Security of the Republic of North Macedonia

The Republic of North Macedonia is not military bite, and at the moment of the greatest security threats, there is migration in addition to organized crime and ethnic and religious extremism. The immediate situation with migrants is that their acceptance and transit of the Republic of North Macedonia to the northern border represents a security challenge. Fugitive migrants are a political, economic, social, security, demographic and confessional challenge for which Europe needs to give a concrete collective response.

¹⁴⁰ In this context, it is important to mention the decision of many northern and western European countries to stop receiving refugees and migrants from countries other than Syria, Afghanistan and Iraq, starting in late November 2015. This decision was immediately

In the reconciliation with migrants, the Republic of North Macedonia is very cautious, with the aim of not turning the migrants into a security problem, there have so far been no security disorders and incidents between citizens and migrants, apart from sporadic incidents at the border with the Republic of Greece between members of the Ministry of Internal Affairs of the Republic of North Macedonia and migrants.

The Republic of North Macedonia is aware that the migrant crisis affects all the countries and countries from which the country through which the countries through which the migrants are sent are from. That is why a response is required in which all parties will be involved, and this answer should cover not only the consequences but also the reasons for the migrant crisis, and that is peace in crisis regions. Migrants are trapped between ruined societies from where they flee and return to Europe, which are slowly closing. The Republic of North Macedonia faces a new reality, rather than decreasing the number of migrants, it is increasing, which is an additional burden on the security system. It is also necessary to help material and financial and equipment necessary for dealing with the crisis.

Migration and asylum issues were a key topic of discussion at the level EU after the entry into force of the Treaty of Amsterdam, Tampere and the Strategic the guidelines adopted in June 2014 and the Lisbon Treaty. With more than a million immigrants entering the EU in 2015, immigration flows reached the peak which is qualified as a "crisis". Between 2015 and 2016 the number of refugees in 28 EU countries increased from 273,000 to 1.6 million.

4 Security Challenges for the Republic of North Macedonia

Threats, risks and challenges to the national security of the Republic of North Macedonia are mutually overlapping, and complementary. Republic of North

reflected in similar decisions taken in transit countries along the western Balkan route (including the Republic of North Macedonia), which had a visible impact on the dynamics of transit in December 2015 and January, February and March 2016.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

Macedonia must develop appropriate policies and related capacities and capabilities to deal with them.¹⁴¹

The Republic of North Macedonia identifies Illegal migration the following issue as the main concerns for us:¹⁴²

Illegal Migration, which is primarily a result of the conflicts in the Middle East and North Africa, but also of the search for improved economic conditions, is not a direct threat to the national security of the Republic of North Macedonia, but it can seriously burden a range of state institutions in the medium and long term. The nature of this risk will depend on future migration patterns and the consolidated international response.¹⁴³

Security Challenges for Republic of North Macedonia affected by migration are:

1. Negative influence and complete disruption of the demographic map of the Republic of North Macedonia where the national concept and balance of the population living in the country would be violated;

2. The danger of jeopardizing the internal sovereignty and integrity of the state by extremist elements moving along with migrants;

3. The danger of the development of extremism in the state instigated by the concealed members of ISIL and other international Terrorism Organizations;

4. The danger of terrorist attacks in the state as a member of the NATO alliance by extremist groups and organizations;

5. Danger of possible merging with members of the radical elements from the Republic of North Macedonia who have participated in the combat actions on the side of ISIL and other International Terrorism Organizations.

6. Psychological and propagandistic non-aggressive influence and fear in the domestic population that is indiscriminate for the Republic of North Macedonia which is a secure peaceful and stable country;

7. Negative impact on the economic development of the state, because investors do not want

to invest in security unstable countries for the protection of their own capital;

8. If the number of migrants remaining would be large in accordance with international law, the country as a developing country could not meet its international obligations primarily for economic reasons for an extremely long period:

- Accommodation,
- Feeding,
- Utilities,
- Medical care,
- Right to work (employment),
- Education in mother tongue,
- Social help,
- Full economic, social and social integration

etc.

On the other hand, a part of the Islamic Army across various channels is referring to European countries with the aim of carrying out terrorist acts.

For now, our country is only a transit corridor, but it is not ruled out that some of these radical Islamists with the support of domestic structures will remain in the country. These two processes should be fundamentally monitored, assessed and disturbed by the security and intelligence services of the Balkan states, which requires their continued and comprehensive cooperation.

With the change in the ethnic structure, the presence of a larger number of migrants in the country would change the ethnic structure, and it may be that there may be minor or major ethnic and religious conflicts and misunderstandings, which they can gain in a political battle, but this, would solve a number of mechanisms of soft security.

Due to the demographic problem in the Balkans cannot be solved by the reconstruction of the population, but with the unplanned settling of other nations. By the development of the situation on the ground, the real situation is to change the demographic picture in the countries and thus create additional problems such as the countries of Western Europe already have.

¹⁴¹ Strategic Defense Review, Skopje, 2018.

¹⁴² Same.

¹⁴³ Strategic Defense Review, Skopje, 2018.

5 National Policy of Republic of North Macedonia for Illegal Migration

The Republic of North Macedonia is in a geographic region where there is illegal trafficking in human beings and migration and is identified as a country of transit of migrants on the way to Western Europe.

In an attempt to build a unified approach for the countries of South East Europe to promote human rights, but also to combat transnational criminal and illegal migration, the Republic of North Macedonia has accepted all relevant documents of the UN, the EU, the Council of Europe and the Stability Pact, such as the Universal Declaration of Human Rights and International the Pact for Economic, Social and Cultural Rights was accepted through successions.

The European Convention for the Protection of Human Rights and Fundamental Freedoms since 1950, the UN Convention to Combat Transnational Crime and Illegal Migration, the Palermo Protocols 2000, the 2002 Brussels Declaration, Tirana 2002, Sofia 2004 have been signed and ratified in recent times.

As a result of the implementation of these documents and the Convention, a National Strategy for the fight against Trafficking in Human Beings and Illegal Migration was prepared in the period 2013-2016.

5.1 National Migration Strategy

The Republic of North Macedonia has developed a national strategy for combating trafficking in human beings and illegal migration, where measures and activities of competent institutions aimed at detection are foreseen, as well as a complex approach for improving the status of migrants. In the national action plan, mechanisms for troubleshooting, good access to migrants, respect for the rights and anticipating their effective protection are given.

The strategy defines the terms National Referral Mechanism - a system of cooperation through which

state institutions fulfill their responsibilities for the protection and promotion of human rights, and the Transnational Referral Mechanism - links the entire process of referencing from initial identification to return and assistance in countries of transit, destination, and country expired migrants.

The Migration Policy of the Republic of North Macedonia is guided by the following key principles: consistency, compatibility, transparency and sustainability.¹⁴⁴

5.2. Legal Changes Made by the Republic of North Macedonia in Order to Mitigate the Impact of the Migrant Crisis

The most important change in the legislation whose sole aim was to mitigate the impact of the refugee and migrant crisis is the amendment to the Law on Asylum and Temporary Protection of 18 June 2015.¹⁴⁵ This amendment allowed the "legalization" of the status of refugees and migrants transiting through the Republic of North Macedonia, providing a legal basis for their presence on its territory, as well as the use of public transport and humanitarian aid.

Namely, before the entry into force of this change in the legal framework, the refugees and migrants entering the territory of the Republic of North Macedonia (especially those who did it outside the legal international border crossings) have only one legal possibility - to apply for asylum in the territory of the Republic of North Macedonia. Taking into account their clear intentions to reach to the countries of North and West Europe as their preferred destination, it is obvious why only a small number of them have chosen this option, especially in circumstances when entering the Republic of North Macedonia in Greece - a country member of the European Union and the Schengen Agreement.

Rather than apply for asylum rather they choose to cross the territory of the country illegally. As a direct consequence of their illegal status in the Republic of North Macedonia were unable to use any kind of public transportation,¹⁴⁶ forcing them to transit through North

¹⁴⁴Government of the Republic of North Macedonia, National Strategy for Combating Trafficking in Human Beings and Illegal Migration, 2013- 2016, Skopje, 2012.

¹⁴⁵ Published in "Official Gazette of the Republic of North Macedonia" no. 101/2015.

¹⁴⁶ These strict rules regarding the transit of illegal migrants across the territory of the Republic of North Macedonia mainly stem from the long-term efforts of the North Macedonian authorities in the fight against trafficking in human beings. These efforts have effectively achieved their primary goal, with the Republic of North Macedonia being one of the most advanced countries in the region in this regard (for example, the Republic of North Macedonia is the only country in

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

Macedonian territory on foot, away from main roads and using the mainly railway line Thessaloniki - Skopje as an orientation tool.

In the more difficult parts of the route (narrow gorges, bridges and tunnels), migrants and refugees used the railway line not only as an orientation tool, but as the only possible path that led to a number of unfortunate on the railway line with fatal consequences. Moreover, the illegal status of migrants and refugees has made them easier prey for thieves and trafficking groups.

The amendment to the Law on Asylum and Temporary Protection of June 18, 2015 provides an adequate response to these observed problems. Provide additional legal opportunities for migrants and refugees who transit through the territory of the Republic of North Macedonia - except for the possibility to apply for asylum, refugees and migrants, now have the opportunity to declare their intentions to seek the right to asylum. Such a statement may be submitted to the appropriate border authorities or elsewhere on the territory of the Republic of North Macedonia.

After such a statement, refugees and migrants receive a certificate that allows them to stay legally on the territory of the Republic of North Macedonia within 72 hours. Within that period, they may either submit a true asylum application on the territory of the Republic of North Macedonia or continue their journey along the western Balkan route, using all available public transport types.

5.3 Specific Policies Applied by the Republic of North Macedonia to Facilitate the Impact of the Migration Crisis

Apart from the described legal changes, the Republic of Macedonia has applied a number of policy measures provided for by the existing legislation, mainly in the context of the crisis management mechanisms. In this sense, on August 19, 2015, the Government of the Republic of North Macedonia adopted a decision on the

existence of a crisis situation¹⁴⁷ along the southern and northern border of the Republic of North Macedonia.

In accordance with this decision, the Crisis Management Center activated its headquarters and adopted an Action Plan for Prevention and Management of the entry and transit of migrants across the territory of the Republic of North Macedonia. Moreover, this decision enabled the army to provide adequate assistance to the police forces in their efforts to secure the borders and control the entry of refugees and migrants on the territory of the Republic of North Macedonia.

This decision of the Government was later approved by the Assembly in accordance with the procedure laid down in the crisis management legislation. According to the decision of the Parliament, the duration of the crisis situation was extended until June 15, 2016.¹⁴⁸ Later, it was further extended until December 31, 2016.¹⁴⁹ In addition to providing the basis for granting police assistance to the army in the process of securing borders, the announcement of the crisis has made it possible to mobilize additional human and technical resources in efforts to manage the transit of refugees.

Such mobilization enabled the establishment of transit refugee camps along the southern and northern border, where migrants and refugees were provided with the necessary humanitarian assistance. Moreover, the construction of a temporary physical barrier (two-layered fence) along the southern border was also enabled, which significantly reduced the possibilities for uncontrolled and unregistered crossing of the border between the Republic of North Macedonia and the Republic of Greece.

the region of Southeast Europe that is classified at first instance by the "Report on Trade with people for 2015 "of the US State Department, available at : <https://www.state.gov/documents/organization/245365.pdf>), but some of the resulting regulations proved to be a barrier in the early stages of the management of refugee and migrant crisis.

¹⁴⁷ Government of the Republic of North Macedonia: Decision on the existence of a crisis situation due to increased volume of entry and

transit of migrants across the territory of the Republic of North Macedonia ("Official Gazette of the Republic of North Macedonia" No. 141/2015).

¹⁴⁸ Published in "Official Gazette of the Republic of North Macedonia" no. 162/2015.

¹⁴⁹ Published in "Official Gazette of the Republic of North Macedonia" no. 59/2016.

6 Policy Suggestion and Measures to Mitigate Negative Impact and Way Out for the Republic of North Macedonia

The state needs to continue with a series of measures and activities to preserve security in the country and is now successfully working with migrants.

The government of the Republic of North Macedonia needs to resume with declared a crisis situation till solve the migration challenges.

A crisis management system which was activated by declaring a crisis situation, and the decision of the President of the Republic of North Macedonia be supposed to continue especially with support of the Ministry of Internal Affairs units in dealing with the migrant crisis was also undertaken by the Army of the Republic of North Macedonia.

At the national level, the Main Staff as a national coordinating body which was formed will resume with his function.

The Main Staff propose to stay composed of representatives of the institutions responsible for crisis management (MIA, Army of the Republic of North Macedonia, Directorate for Protection and Rescue, Crises Management Center, Dissemination Agency, Cabinet of the President of the Republic of North Macedonia, Ministry of Foreign Affairs, Red Cross of the Republic of North Macedonia and part non-governmental organizations).

The Main Staff has a task to gather information, provide centralization of data and information, divide institutions, monitor the situation and the situation with migrants, access and analyze, set targets and tasks for the implementation of required actions, and propose measures to the Government to counter the crisis situation.

The biggest security risk currently for the Republic of North Macedonia is the uncontrolled entry of migrants.

The security services monitor the movement of migrants, Ministry of Interior Affairs, Army of the Republic of North Macedonia in cooperation with the Red Cross, the Commissariat for Refugees and other state services are going to follow carefully the entry of

migrants in the country and also exit on the border with the Republic of Serbia.

The reception center in Gevgelija, near the border with the Republic of Greece, which is the gateway for the entry of migrants in the country, will be open to see in time how the refugees carry something that could be part of the terrorist action.

Each migrant will pass a detailed control diversion check and medical control. During the medical examination, special attention will be paid to the traces on the body of a newcomer pointing to injuries caused by combat actions. After receiving data and fingerprints, refugees will receive documents that guarantee them legal residence in the country for the next 72 hours, during which they can leave the country or ask for asylum.

In this situation, with migrants as a security risk, they may be the most dangerous: the involvement of illegal migrants among whom are security-related persons with organized crime, the Islamic state's insolvency in the Balkans, and a certain number of migrants with a certain combat experience are all security challenges all security institutions must be alert.

The principles under which the Government of the Republic of North Macedonia is guided in dealing with migrants are: the rule of law, accountability, prevention, efficiency and inter-institutional and international cooperation, especially with neighboring countries affected by the migrant crisis.

The Republic of North Macedonia are going to continue with implementation of developed an action plan for migration, which is actually a strategy for resolving migrant problems by June 2016 till 2022.

The Republic of North Macedonia will stay following activated measures to allow entry to the country only for migrants originating from the war-affected state, for economic migrants stop entering the country, which complicates the situation on the border with the Republic of Greece.

Entities of the security system of the Republic of North Macedonia involved in dealing with the crisis situation caused by the wave of migrants is mandatory to continue to monitor the situation on a daily basis and, on the basis of the development of the situation on the ground, with

taking adequate measures and activities for the protection of national interests.

Cooperation with neighboring countries to be intensified in the domain of information exchange, analysis, coordination of activities with the aim of minimizing the impact of migrants on the security of the state and citizens and not creating ethnic, political and security problems.

7 Conclusion

The migration crisis in the future will be more complicated. It has exposed the crisis of European institutions and it is obvious that the EU has no common policy on this issue. The EU works well in times of peace and prosperity, but not in times of crisis. Under conditions of crisis, the Union cannot make decisions, and with this crisis it deepens.

Migration should be seen as a matter of long-term policy for the future requires the implementation of long-term strategic economic policy measures at the level individual member states as well as across the European Union.

The EU's inefficient security and migration policy has contributed to turning this humanitarian and social phenomenon into a serious security challenge. The external borders of NATO and the EU in the case have proven to be porous. The countries in charge of guarding these borders did not react in time. The migrant crisis has reminded the EU that the Balkan migrant corridor is an extension of the east-Mediterranean corridor, and if the integration of this corridor is being undertaken at an early stage, the situation with the migrants would be different. Due to ineffective politics, this corridor is interrupted by walls, the defense of national borders and territorial integrity.

States and migrants suffer from the EU's failures, and in such conditions the problematic categories such as organized crime and their networks are the most difficult to deal with.

The Republic of North Macedonia will continue to undertake specific measures and activities such as the organization of effective border control with the implementation of the concept of integrated border security in full, harmonization of mechanisms and procedures for international data exchange, cooperation and assistance.

Disposal of migrants in the Republic of North Macedonia is not possible and the same is unsustainable, because the Republic of North Macedonia has no capacities or resources to deal with the upcoming wave of migrants. A daily series of the Republic of North Macedonia passes between 4000 and 7000 migrants and up to now around 400,000 migrants have passed through the country. They provide food, water, fast and safe transport to the border with the Republic of Serbia.

The Republic of North Macedonia successfully dealt with the large migrant wave from the Middle East, which the countries of the region recognized as a transit corridor, but it seems that the challenge of new migration challenges is not completely overcome.

Now, there is no mass migration flow throughout Republic of North Macedonia, but many indicators are talking about cases of irregular migration, with examples of smuggling of migrants and trafficking. The police bulletin discusses individual cases of smuggling of migrants, where Republic of North Macedonian citizens, who are part of domestic and international criminal groups, are predominantly perpetrators.

For the Republic of North Macedonia, illegal and uncontrolled migration represents a serious security challenge.

The Republic of North Macedonia has done all the necessary tasks and undertook all necessary measures and activities within its capabilities and capacities for the proper reception and remit of migrants and gives full support and readiness for cooperation with the UN.

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International Conference on Social Sciences and Humanities (IBU-ICSSH21)

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THE SECOND KARABAKH WAR IN THE GLOBAL AXIS

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Abstract

After the collapse of the Soviet rule, the beginning of the period known as the Post-Soviet Cold War in the history and political community and the emergence of regional security problems affect the new world order. In the South Caucasus geography, it has been observed that new relationship patterns emerged in time in parallel with the loyalty in the field of security and the passage of border lines. Due to the geographical and political interaction of the region, it is imperative that the third influential state / states participate in the Karabakh conflict. The state / states that are capable of solving the problem will thus have the chance to find great partners and stakeholders in this strategic region.

The research on the basis of observation, document scanning, analysis examines the approach to the Second Karabakh war / war and the attitude of the states with a role. Russia, Turkey, France, Israel, Iran, US, EU, Arab States, Turkic states et al. s approach / attitudes are examined separately. The Tovuz events and the Second Karabakh war, which started with the emergence of security problems in strategic regions, are among the issues that should be discussed as an important part of global politics rather than regional.

Key Words: Second Karabakh War, Turkey, Russia, South Caucasus, Post-Soviet Cold War.

1 Global Powers over Karabagh Problem

Global politics is basically based on cultural, transnational and international political economy approaches. The clear guiding theme of globalization is the dislocation of world politics. Inevitably, globalization remains a control over regionalization. The global market, the capitalist system, and political forms do work for globalization. The state is subject to historical reality, which cannot avoid the inevitable reality, no matter how rejecting it is. (Buzan & Wæver, 2003, p. 7) Geographical proximity is an important factor for security; because threats in the military, political, social and environmental fields can spread more easily from short distances than long. Because of the relationship between this security concern and

geographical proximity, the security dependency of states at the global level emerges in different scales and forms. (Mehmed, 2021, p. 126) However, non-regional links are also possible, and some are emerging in today's politics. Such non-regional subsystems are fully compatible with securitization and aggregation meta-theory, thus invalidating the normal rule that supports regionalization of security relations: most threats start from short distances and spread easily to large area. Based on this, Buzan and Wæver argued that the interaction between anarchic structure and its balance of power on the one hand, and the pressure of local geographical proximity on the other, led to the formation of the Regional Security Complex (RSC). (Buzan & Wæver, 2003, p. 11) The dependence of the states in the same complex on each other is much more intense than the states outside the complex, such that the security of a state cannot be considered separately from the others. However, this dependency can have not only positive (friendship) but (mostly) negative (hostility) characteristics. (Smith, 2014, p. 8)

After the disintegration of the Soviet Union, the attractiveness of the global market and political cooperation in the management of the international system were powerful motivators for its transition in Russia's political structure. (Wallander, 1999, p. 2) Russia, which tended to trade relations with the West, was no longer the former Soviet but had always needed global power. In addition, the borders of the majority of the regions included in the Post-Soviet geography have now been determined. However, some borders were composed of insulator states (Turkey, Burma, Afghanistan) that reflected the dynamics and characteristics of both neighboring regions. There were also super or great powers in the international system that exceeded the geographical distance limitation. In this context, a superpower USA and four great powers (China, Japan, Russia, EU) continued to exist in the current international system. (Mehmed, 2021, p. 127) It is known that sovereign states, in particular, Russia's main instrument of control is neither military intervention nor harming local politicians. Russia's main weapon of control and manipulation is the maintenance of the local system's economic or political dependence on itself. Russia thus exploits its dependent states and

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

policies. (Buzan & Wæver, 2003, p. 400) Russia, which looks at the South Caucasus as its own backyard, does not accept the intervention of great powers in this region, but tends to strengthen its control tools in this region over time. (Modebadze, 2021, p. 108) Three main transformations are foreseen for Russia: (1) a change in Russia's global position, (2) internal transformation from the center to stable, (3) external transformation, most likely towards the European border. Russia has to continue this policy in order not to descend from a global power to a regional power. (Buzan & Wæver, 2003, p. 435) The presence of globally important commercial and communication channels in this geography, moreover, the isolation of Armenia by neighboring states prevents Russia from being the only power state in the region. Moreover, the situation is too complex to solve this problem even with relations with Turkey alone. (Improving Prospects for Peace after the Nagorno-Karabakh War, December, 2020, p. 2)

Globally, the Cold War may have ended in Europe, but it still continues in the South Caucasus. Because, similar problems exist in Ukraine, Georgia, Tajikistan, Kazakhstan and Moldova. (Modebadze, 2021, p. 108) Some authors describe this crisis as a post-soviet cold war or a post-soviet crisis. It has been determined that Russia's desire to be a sovereign power, the image that it does not lose its power, causes similar problems. (Lasha , Stefan , & Ali , 2020, p. 5)

Looking at the regional source of the global conflict, legally all actors other than Armenia (including Russia and Iran in this sentence) have recognized the territorial integrity of Azerbaijan, and the so-called administration in Karabakh, which has been tried to be a base for the occupation during the 28 years of the occupation, has no state or international authority not recognized by the organization. The United Nations (UN) accepted this situation as an occupation and adopted four separate Security Council resolutions regarding its termination. (Sarıkaya, 2021, p. 85) While the problem that started in 1980 should have ended with the 1992-93 war, there were frontal conflicts that can be considered comprehensive in 2010, 2016 and 2018. In 2016, the Azerbaijani side managed to liberate a small area from the occupied territories. A similar development took place in the north of Nakhchivan in 2018. (Özdaşlı, 2021, p. 54) Thus, the South Caucasus, which has turned into a war zone, prevents the three Caucasian countries from forming a common market and trade area on the basis of the Karabakh conflict, but does not allow the region to facilitate economic cooperation with the European Union. (Valiyev, 2018, p. 200)

The first conflicts, which started with the Tovuz attack from Armenia, was the trigger of the second Karabakh war, faded after the statements made by Turkey and Russia. Turkey and Russia agreed to work together to stabilize conflict in the region. After the clashes in July, Russia gave the first signs of its attitude towards the region by conducting an exercise on the Armenian-Azerbaijani border on 20 July 2020, with the participation of 150 thousand soldiers as well as 400 warplanes. (Euronews, 2020) Similarly, Turkey and Azerbaijan have stated that they will not be indifferent to the developments in the region with a series of military exercises. (Serter Tucaltan, 2020) Known for its strategic importance, Tovuz is the region where incoming energy lines are located. In addition, the Baku-Tbilisi-Kars railway line, the Baku-Tbilisi-Ceyhan oil pipeline and the South Caucasus natural gas pipeline, which is the beginning of TANAP, pass through Tovuz. (Rehimov, Ermenistan, Türkiye ile Ermenistan arasında 10 Ekim 2009'da Zürih'te imzalanan protokolleri feshetti, 2018) Since it is a very strategic region for Turkey, this attack over Tovuz is actually indirectly interpreted as a "message" to Turkey. (Hüriyyet, Dünyanın gözü Azerbaycan - Ermenistan sınırındaki çatışmalarda, 2020) With the TANAP gas line planned to pass through this region, Turkey will have 98% of its gas needs and 92% of its oil needs, but for now, Turkey is supplying most of its gas needs from Russia. (Jones, 2020) Considering that strategic gas lines and roads pass through the Tovuz region, then it is plausible to think of Russia's attack from this region. As a result, the attack was not an Armenian attack on Azerbaijan based on the Karabakh conflict, but a well-planned operation to shake the world balances. It is alleged that this operation included China, Russia, France, Egypt, Saudi Arabia and the United Arab Emirates. In the opinion of political commentators, "*Russia wants to keep Armenia under its control. France, on the other hand, is trying to draw Turkey's attention from the Mediterranean to the South Caucasus. He also wants to be influential in the Caucasus through the Armenians, to hold the Armenian lobby in France, to squeeze Turkey in the international arena and to keep the control of the Armenians in Lebanon.*" (Oktay, 2020) Drawing attention to the timing of the attack, experts point out that Armenia did not plan such an attack alone and that Russia, France and the USA, co-chairmen of the Minsk Group, who support Armenia, may be behind it. (Minsk Grubu, 'Ermeni ve 'Suriye' kartını oynamaya başladı,, 2020) The success of Turkey against the Arab League in Libya was also effective in the Tovuz attack. In particular, when it succeeded in the Sirte (June – July) line, France, Egypt,

Saudi Arabia and the United Arab Emirates mobilized Armenia to open a new front against Turkey. (Oktay, 2020) It should be considered logical that these forces, who could not find their hopes in the face of Turkey's recent successful moves in Syria, Libya and the Eastern Mediterranean, open a new front of conflict in the Caucasus. (Minsk Grubu, 'Ermeni ve 'Suriye' kartını oynamaya başladı,, 2020)

The Nakhchivan Zangezur road was foreseen to be opened in the post-war peace treaty specification. This strategic path will allow China to extend its path to Europe. China plans to pass its own goods from here with its digital silk road strategy. (Khorrami, 2020) It seems that since 2016, China has been against the Armenian-Azerbaijani struggle. He continues this intervention with his “Belt and Road” project until today. (Bochkov, 2020)

After the Tovuz events and the Second Karabakh war, the re-entering of the military power of the Russian Federation, albeit with the name of the "Peace Force" element, with the peace specification, meant a break in the policy that Azerbaijan has maintained since its independence. However, the mandate of this “Peace Force” was determined as 5 years in the text of the memorandum. Since Azerbaijan wants to establish its national sovereignty and law in the entire region, it will expect the Russian Peacekeeping Force to leave as soon as possible. However, it can be predicted that Moscow will see its presence in the former Soviet area as returning to an area from which it was removed before, and will want to operate/maintain its military element in the form of a base. (Sarıkaya, 2021, p. 86) The attitudes of global actors during the war and the end of the war is an issue that needs to be emphasized and evaluated. The issue is also important in terms of the general foreign policies of regional and global actors who can exert political power in the region, as well as states with similar problems. The Karabakh problem constitutes a part of the “Great Game” in the new world order. Here, competent and distant power balances have demonstrated their strength.

2 Conclusion

At the beginning of the last decade of the 21st century, the ideological challenges of Communism and the geopolitical challenges of the Soviets had been overcome at the same time. The purpose of being morally opposed to communism was coupled with the geopolitical task of resisting Soviet expansionism. The end of the Cold War has created an even greater enthusiasm to reconstruct the international environment according to America's image. The absence of a fundamental ideological or strategic threat has left nations increasingly free to pursue foreign policies based on their national interests. Never have the world order's capacity for interaction and purposes changed so quickly, so profoundly, or so globally. When the units that make up the international system changed their nature, a period of confusion inevitably began. Part of the confusion about the emergence of the new world order has the historical character of nation-states.

With the end of the Cold War, the USSR collapsed and new independent states emerged in this chaotic environment. In December 1991, when the dissolution of the Soviet Union was officially announced, ethno-regional conflicts arose in 164 different regions. The Nagorno-Karabakh conflict is a crisis between societies grappling with historical tragedies, culturally produced insecurities, social transformations, authoritarian regimes and besieged economies, and profit networks in the context of illegal Soviet legacy. Although external actors play an important role in the region, no state has a hegemonic status here. Neither the conflicting parties nor the regional and global actors feel compelled to challenge the status quo and find a peaceful solution to the conflict. Over the last decade, all these players have developed methods and strategies to exploit the stalemate.

In this period, which is described as the Post-Soviet Cold War, the importance of the South Caucasus is increasing day by day in terms of strategy. It is essential to follow up with the Nagorno-Karabakh crisis in order to understand modern local and global politics carried to the economic dimension. The new world politics and global economic order are more inclined to solve such problems.

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Legal Studies

LEGAL AND ETHICAL ISSUES OF SCIENTIFIC RESEARCH IN THE REPUBLIC OF NORTH MACEDONIA

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Abstract

The ethics of research unfortunately today it is a forgotten topic both by the scientific and academic field, and by the competent authorities. Additionally astonishing is the fact that at a time when more papers are being written and when the methods and tools of research have advanced, the same dynamic is not being accompanied by an upgrade of the legal and ethical rules. It is necessary to pay much more attention to this issue if not for something else, then only from a pragmatic point of view, i.e. legal and ethical rules are the only tools that scientists possess at preventing unethical behavior in the research process. Additionally, the competent institutions should be very careful with the laws that they adopt in regard to this matter. The other side of the coin is that, once laws are enacted, they need to be enforced so they do not remain just a dead letter on paper, otherwise we are just wasting paper and that is not good for the environment. Authors, reviewers, and editors must cooperate with each other in good faith in order to raise the level of quality of scientific research and to combat all forms of abuse, especially plagiarism.

Keywords: Ethics, Scientific-research, Authors, Reviewers, Editorials, Plagiarism

5 Introduction

Humans as conscious and free beings have always been in search of the unknown even in the most rudimentary forms of habitat. That desire to increase the corpus of knowledge today has made humanity reach the peak of its intellectual development since its very existence. The search for knowledge today is even more relevant and is carried out with the most sophisticated methods and sources. As a result, *"science begins to be created, as a set of acquired knowledge, methods and techniques, opinions and research in order to acquire knowledge"*.¹⁵⁰ Scientific research - work in general, and in law can be defined as the intellectual work of an individual and / or group who use existing knowledge,

methods and techniques to gain new knowledges, previously unknown, or deepen existing knowledge to the extent that the way of applying that knowledge has completely / partially changed.¹⁵¹ From the above-mentioned way of defining scientific research work, it is more the n clear that it is a highly complex phenomenon and it can only be done by a narrow circle of people with high intellectual capacity. In order to stimulate researchers, the principle of autonomy of the will must be placed at the top of the hierarchy and protected by appropriate legal mechanisms. However, on the other hand, the phenomenon of the quasi-intellectual should be prevented, i.e. individuals who unethically, and in some situations illegally, use the ideas and knowledge of others as if they were their own, so it is necessary to establish basic ethical rules and principles that will serve as a filter that would prevent possible abuses during this arduous process.

The subject of analysis in this paper will be exactly the ethical rules as the most effective shield against the phenomenon of unethical behavior in legal research, we will consider in part the legal and institutional framework that exists in our country and how much it contributes (or does not contribute) to the protection of copyright, some of the ways of unethical research will be analyzed so we can finally give conclusions and recommendations for dealing with this devastating phenomenon.

6 Legal and Institutional Framework of the Research Activity in the Republic of North Macedonia – anomalies and solutions

Ethics in scientific research is undoubtedly today one of the most difficult and complex areas in the Republic of North Macedonia. When the subject of scientific research is a legal matter it is another additional

¹⁵⁰ Nikola B. Dimitrov, Elizabeta Mitrova, Mimoza Serafimova, Methodology of the scientific research, Shtip 2017, p. 264

¹⁵¹ See more at: *Research Ethics: A Handbook of Principles and Procedures*, University of Gloucestershire, November 2018 v2.0

dated February 2020, <https://www.glos.ac.uk>, accessed on 26.02.2020

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

aggravating circumstance. Traditionally, when we mention the noun ethics, we mean three categories that are incorporated in the very notion of ethics: meta ethics, normative ethics and applied ethics.¹⁵² The ethics of legal research is an amalgam of normative and applied ethics. On the one hand, it is a set of moral norms that regulate the research process (normative ethics), and on the other hand, it explores the very way of applying the ethical norms *in concreto* during that process (applied ethics).

Normative ethics in practice most often appears in the form of Codes of Ethics which as such constitute the most important source of the legal framework of scientific research activity. However, in addition to the codes of ethics as bylaws, the legal framework of scientific research includes laws as general/abstract legal acts. Respecting the principle of freedom of scientific research, the laws only superficially regulate this matter, leaving the scientific research institutions to self-regulate but at the same time trying to establish a state mechanisms that will prevent abuses, and if the prevention fails then punishment mechanisms come into play. The most important laws in the field of scientific research are the Law on Scientific Research¹⁵³ and the Law on Higher Education.¹⁵⁴ These laws are important because they build (or should) state institutions that need to ensure ethics in legal research. The Law on Copyright and Related Rights¹⁵⁵ and the Criminal Code of the Republic of Macedonia also are of a significant importance.¹⁵⁶ The Law on Scientific Research (hereinafter: LSR) is general law - *Lex generalis*, it stipulates the basic principles and postulates that should be followed in a research process, without deeply elaborating them. Some of the principles are the following: freedom and autonomy of research and creativity, transparency in work and dissemination of results, application of international standards of quality in science, human dignity, diversity of opinions, methods, theories and doctrines, protection of intellectual property etc.¹⁵⁷ One of the most important parts of this law is establishment of the Ethics Committee,¹⁵⁸ an institution responsible for the

adoption of ethical principles, and at the same time to monitor and evaluate the application of those principles in the scientific research process. Unfortunately, there are no public data on who are members of this body (within the Macedonian Academy of Sciences and Arts), and the scope of its work. Another important point is that, this law provides the legal basis for the creation of databases for scientific research¹⁵⁹ and Ministry of Education and Science is the responsible institution for managing it. The purpose of these databases is to gather all papers (books, master's, doctoral, etc.) in one place, to centralize that database and thus would enable the checking/reviewing process of new papers in order to prevent plagiarism. Although the system for analysis and detection of plagiarism of papers was created on the basis of this article, as can be seen in Figure 1, it is not safe to use, although a serious state body such as the Ministry of Education and Science of the Republic manages it.

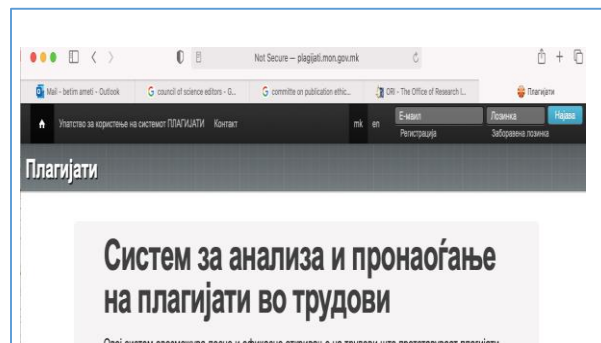


Figure 1.

The Law on Higher Education (hereinafter: LHE), guided by the principle of autonomy of the university, directs the matter of scientific-research work to be regulated by internal regulations (bylaws), statute, codes, etc.¹⁶⁰ As can be seen from these two laws that represent the basis of scientific-research, refer to the application of bylaws, i.e. Codes of ethics, as tools for regulating this matter. We followed the guidelines of the laws for the use of codes of ethics to regulate this matter

¹⁵² Mark Israel and Iain Hay, *Research Ethics for Social Scientists*, SAGE Publications Ltd, 2006, p.12

¹⁵³ Official gazette of the Republic of Macedonia no. 46/2008, 103/2008, 24/2011, 80/2012, 24/2013, 147/2013, 41/2014, 145/2015, 154/2015, 30/2016 и 53/2016

¹⁵⁴ Official gazette of the Republic of Macedonia no. 82/2018

¹⁵⁵ Official gazette of the Republic of Macedonia no. 115/2010, 140/2010, 51/2011, 147/2013, 154/2015, 27/2016

¹⁵⁶ Official gazette of the Republic of Macedonia no. 37/1996, 80/1999, 04/2002, 43/2003, 19/2004, 81/2005, 60/2006, 73/2006,

07/2008, 139/2008, 114/2009, 51/2011 – two amendments, 135/2011, 185/2011, 142/2012, 166/2012, 55/2013, 82/2013 and Decisions of Constitutional Court of the Republic of Macedonia 220/2000, 210/2001, 206/2003, 228/2005

¹⁵⁷ See more at article 3 of LSR

¹⁵⁸ See more at article 14 of LSR

¹⁵⁹ See more at article 54 of LSR

¹⁶⁰ See more at article 21 of LHE

and checked how active the Universities and research centers are in this guideline, since they have a legal obligation to publish codes of ethics on their websites. Simple analysis of universities websites (see for example the universities: „Ss. Cyril and Methodius University" in Skopje,¹⁶¹ „Goce Delchev" University – Stip,¹⁶² Southeast European University – Tetovo,¹⁶³ International Balkan University – Skopje¹⁶⁴ and University American College – Skopje.),¹⁶⁵ will show that only some of them (University St. Cyril and Methodius and University “Goce Delchev”) have Code of Ethics. The same applies to the scientific research centers, that in most of the cases don’t have Code of Ethics (see for example Institute for Democracy "Societas Civilis" - Skopje, Institute for Sociological and Political-Legal Research - Skopje, Institute for Political Research - Skopje and the Institute for Social Sciences and Humanities – Skopje).

7 Conclusion

This short paper reveals a number of anomalies that are present in the process of scientific research. Unfortunately, although the problems have been present for a long time and we assume that they are already known to the scientific and academic public, and to the state institutions, no concrete measures to solve the problem have been taken.

The measures that were taken, such as the establishment of the Plagiarism website at the Ministry of Education, the Ethics Board under the Macedonian Academy of Sciences and Arts, did not work well enough or did not work at all.

The Plagiarism website is not secure for use by cyber attacks and there is no information about it when it was last updated. The Board of Ethics, although it seems promising from the legal competencies that have been made available to it, has never been able to work in full force, and in recent years not only has nothing been published, codes, work reports, but also new members have not been elected.

As a result of the above, we deem as necessary and recommend for the scientific and academic field to work closely in the preparation of ethical codes that will be adopted and implemented by them. Additionally, to establish an ethics board within higher education

institutions, and they shall not consist only exclusively internal members but also from other universities, that will enhance the objectivity of the boards and the whole reviewing process. And last but not least, to establish a serious national body that will continuously monitor plagiarism and other cases of unethical research behavior and continuously will concieve debates and provide trainings regarding this problem for the general public and the narrower field.

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¹⁶¹ http://www.ukim.edu.mk/mk_content.php?meni=134&glavno=32, accessed on 26.02.2021.

¹⁶² <https://www.ugd.edu.mk/index.php/doma/info-javen-karakter/96-za-ugd/241-etichki-kodeks>, accessed on 26.02.2021.

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International Conference on Social Sciences and Humanities (IBU-ICSSH21)

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THE ROLE OF JUDGES, LAWYERS AND CITIZENS IN THE SUCCESS OF THE MEDIATION PROCEDURE IN THE REPUBLIC OF NORTH MACEDONIA

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Abstract

Today, the judicial system of many countries, especially of those who are considered as developing countries in which group the Republic of North Macedonia also participates, are facing many problems such as the problem of inefficiency of the courts and their overload with numerous contentious cases. Those were the main factors why these countries started to seek other ways or alternatives on how the legal disputes can be solved, except in classical court proceedings. One of these methods that as a result of its features triggered interests among other methods or techniques was mediation. Even that developed countries such as China, Japan who were among the first countries that accepted mediation as an alternative dispute resolution method in their legal systems way before Republic of North Macedonia, and later United States, United Kingdom and Canada as well, we can conclude that mediation cannot be considered as a very old technique in this form in which it is applied nowadays. As such practice, mediation can be considered as a new profession in the Republic of North Macedonia which found its place in its legal system no later than in 2006. That's why like any innovation, mediation has been a topic of discussion and debate by both public and professionals in this field. Research findings from the United States suggest that in parties that are involved in mediation, is achieved a high level of satisfaction. But in our country even that a lot has been done for mediation like promotions, training of mediators, improvement of its legal framework and similar, still there are some obstacles that are making very difficult for mediation to find its deserved place in the legal system of RNM. By investigating the assumptions that are backing mediation and its acceptance that will be revealed at the level of theory and practice, this paper will mainly examine the approaches of citizens, lawyers and judges as three greatest factors that are considered as the key to the success of mediation for the dispute resolution and locating mediation as a strategy for the advancement of democracy in every sphere in which people are living or working.

Keywords: Alternative dispute resolution methods, Mediation, Law on Mediation in Republic of North Macedonia, Judges, lawyers and citizens.

1 Mediation in Republic of North Macedonia

The history of mediation as an alternative dispute resolution in the Republic of Macedonia is considered neither great nor rich. The chronology of the attempt to put the mediation in the legal system of the Republic of North Macedonia is considered longer than that of its implementation in practice. The beginnings of mediation date back to 1988 when the organization of the Association of Lawyers in Economics held the first training by American trainers which lasted 2 days and was attended by 32 people. The Code of Ethics was soon adopted and an issue of the newspaper "Mediator" was published. But these attempts were unsuccessful as no one at the time showed any general or financial interest in supporting mediation. The second attempt dates from 2004 which was a little more organized compared to the first attempt. In 2004, as a result of the International Finance Corporation project, trainings of more than 100 people were held, round tables were organized where the advantages of mediation were presented and the legal framework for the establishment of mediation in the legal system of the Republic of North Macedonia was elaborated. In April 2005 the International Finance Corporation and the Ministry of Justice signed a memorandum of cooperation with which they created the foundations for the development of the mediation system.

Because mediation presents a relatively new idea, in theory and in practice its purpose, its elements and expectations are not very much researched. But if we analyze this concept we will see that the idea of resolving disputes through mediation as an alternative method of resolving disputes without the participation of the element of justice, in fact does not present a bad idea. Although it is thought that this way will greatly affect the solution of the problem with the overload of

the judiciary in our country, mediation is considered of good potential to start in this direction, but still most of the work remains with the judiciary itself, who should pursue mediation in terms of the effectiveness of dispute resolution, and why not in terms of its economy. In a relatively large number of cases, alternative dispute resolution methods, including mediation as such, can lead to a more creative, faster and cheaper dispute resolution as well, compared to resolution of the dispute which can be reached in court.

2 The Impact of Judges, Lawyers and Citizens in the Success of the Implementation of Mediation Procedure in Republic of North Macedonia

Even that mediation as an alternative dispute resolution method comes with its own benefits and qualities which are promoted nonstop by its supporters, unfortunately today we are witnessing a very limited use of mediation in our legal system, a situation which comes as a result of the manifestation of several factors which, whether we like it or not, directly affect the success of mediation, from which the one that is more pronounced is that this method is unknown in our society. Also it is not uncommon the claim that this method is nothing more than a foreign imported "product"¹⁶⁶ which does not correspond at all to the conditions and legal tradition of our state. But this view of mediation is very WRONG. Why? Because such claims should be understood only as an alibi to avoid any change in the way of thinking and working of "some" professionals that are convinced that mediation negatively affects their professional life.

Mediation is considered a new practice or profession in Republic of North Macedonia, and in order to be successful, it must be promoted and by promoting we understand also promoting the advantages that comes with it. Why promotion is considered so necessary? Because in that way it will be enabled the start of its implementation to a considerable extent, and like that will be met all the expectations which are claimed to be achieved and above all the most important, is the dismissal of courts from unresolved cases. There are three factors that are known as key factors that directly affect the implementation of mediation in addition to the

most powerful tool of public information - the media. The courts, lawyers and the citizens are the ones who can decide the fate of mediation in a country like ours, in which mediation has just begun to flourish as a practice, respectively as a method of alternative dispute resolution.

First, there are the judges and their way of thinking, especially their attitudes towards the mediation procedure who have a major impact on whether or not block mediation. The main problem which in fact complicates the smooth running of mediation in the legal system of the Republic of North Macedonia is that judges are trained in court cases and not in those of mediation. Therefore, as a result of various judicial reform programs that seek to promote the development and advancement of alternative dispute resolution methods and thus to promote mediation as a method of dispute resolution, it is required that judges also spend certain hours in training which will be fruitful for judges to see mediation in a different light. This is because it is the professional attitudes of judges that they are the ones who should perform the function of resolving disputes and thus bring the meritorious decision that would end a dispute and that the courts are the place where the parties are directed to resolve their dispute. Judges play an important role in the development of mediation. "They should provide information and organize mediation information sessions and invite the parties to use mediation and instruct them to resolve their cases through mediation."¹⁶⁷ This should be taken into account because by law the judges are already obliged to inform the parties and also to instruct them to try to resolve their dispute through mediation."

Mediation is in fact considered very profitable for the judiciary system, because through it the courts will start working, functioning but also to breathe more freely as it would be possible to unload them and clean their drawers from surplus and old cases. On the other side, this will increase the efficiency of dispute resolution in contentious proceedings, as cases which are considered appropriate due to the not so complicated nature would be sent for resolution in mediation proceedings, then the whole focus of the courts would be concentrated only on cases which would need more care and effort to be resolved in contentious proceedings. For this reason, the experience of judges is considered very important, but also their attitude and trust in the mediation procedure,

¹⁶⁶ РЕШЕТЕ го спорот - да, со медијација. (2013) - Скопје : Институт за европска политика (ЕПИ), pg. 152

¹⁶⁷ Mediation Development Toolkit Ensuring implementation of the CEPEJ Guidelines on mediation, Mediation Pilot Monitoring

Checklist, European Commission for the efficiency of justice (CEREJ), Council of Europe, CEREJ(2018), pg. 8

which are the key to the development and success of mediation in our country.

The **second** factor for the advancement of mediation are also lawyers as law practitioners. Attitudes and opinions of lawyers toward mediation¹⁶⁸ are also identified as a reason which would have an impact in the success or failure of the mediation in one society. Because lawyers have gained the most practice from court proceedings, they want to continue their skills in court where they see themselves for a long period of time. They have the opinion that if they start to support the mediation as another method of resolving disputes it will affect their reputation, and therefore they avoid advising the parties to try mediation. But what is not taken into account by these lawyers who are considered as the main factor of resistance to mediation, is that even in the mediation procedure they will have the same position as in the court procedure.

”Personal financial implications; ignorance of the process and its potential benefit associated with cultural prejudice of the traditional legal practice used against mediation”¹⁶⁹ are considered as illegal reasons for lawyers' resistance to mediation. But the main reason of all which pushes them to work only in court proceedings and not letting them to be involved in mediation procedure is obviously their fear of losing funds, respectively their reduction. This is because they know very well that mediation proceedings take significantly shorter time than contentious proceedings, in which case the fewer hours in the mediation proceedings, the less monetary feedback. But at this point they are also wrong because they will not only have cases that the parties will have to represent in court proceedings before the judge, they can also have cases that are resolved in mediation proceedings. And off course with the termination of the mediation procedure, they will also have financial benefits, ie they will be entitled to remuneration for their

3 Presentation of the Results from the Survey

Because the protection of citizens' rights and interests is considered the strong foundation for one functioning legal and judicial system of one state, this research paper will be based on the results of the survey as one of the most used empirical methods which is conducted in

work based on the fee which will regulate the remuneration of lawyers in mediation proceedings. They should even take into account the fact that their remuneration in the mediation procedure compared to that in the contentious procedure, comes faster as a result of resolving the dispute and the faster completion of the mediation procedure. However, even from many scientific researches that have dealt with this issue not only theoretically but in practice as well, there is a public opinion based on the actions of lawyers who make us see clearly that their resistance is done precisely because of the fear of losing incomes. But what lawyers fail to see because they are too preoccupied with the "money" factor in all this is, that they are considered the biggest factor for the development of mediation even then judges, especially in the part where they advise the parties to seek the solution of their problem in mediation and not in court procedure. The lawyers have some duties according to the law such as informing the parties for the benefits and advantages of mediation and the most important one giving the same help as in the contentious procedure: to help the party to reach acceptable and appropriate solution as quickly and easily as possible.

The **third** factor that contributes to the resistance to the mediation procedure are the citizens i.e. those citizens who have a certain dispute. This is a consequence of their lack of good information and ignorance about the existence of mediation as a first point, and then also of their ignorance of what mediation as a procedure offers. In fact, citizens are much less informed by their judges and lawyers about the opportunity they have to resolve their dispute outside the courts. Especially in the ignorance and lack of courage to decide on mediation by the citizens themselves, has been influenced by the resistance that the lawyers are making towards the mediation.

order to confirm the attitudes of citizens regarding mediation as an alternative dispute resolution procedure. The survey was conducted before the start of the pandemic of Covid-19, to be more precisely in December 2019. 170 citizens were surveyed regardless

¹⁶⁸ The opinions of the lawyers and the actions that they take which they result negatively to mediation have often been the subject of research and discussion especially for American lawyers i.e. attorneys that in fact are identified some barriers for attorneys to use mediation. Wissler identifies several barriers such as: attorney's knowledge and familiarity with ADR processes; their views of ADR; negative past

experience; economic interests; the time-frame of court-oriented litigation deadlines and the nature and degree of judicial involvement in the ADR process. Wissler, Roselle L, (2003), Barriers to Attorneys' Discussion and Use of ADR, Ohio.

¹⁶⁹ Clark. B, (2012), Lawyers and Mediation, Springer, London, pg. 30

of their age, gender, level of education, profession. The surveys were prepared in printed form, in two languages Albanian and Macedonian and contained concrete and simple questions and were formulated in such a way as to be comprehensible to all regardless of the level of education.

The aims of making this survey were: to determine the level of information of citizens about mediation; to determine the level of citizens in relation to their attitudes towards mediation as a new concept in our country; determine the conditions for a successful mediation procedure; to reveal the number of citizens who have had contact with mediation; to discover the factors of citizens' expectations for mediation, and similar.

The questionnaires except for the part where the personal data of the respondents are written, such as: age, gender and education, contained ten questions whose answers were all with options. It should be noted that this type of survey was anonymous, i.e. it did not provide the possibility for respondents to write their name and surname.

Out of 170 respondents 11 of the respondents or 6.5% belonged to the age group of 18-25 years, 47 respondents or 27.6% belonged to the age group 26-35 years, 53 respondents belonged to the age group 36-50 years or 31.2% and 59 respondents belong to the age group 51-70 years, respectively 34.7% of respondents. Regarding gender, 73 respondents were male or 42.9% while female respondents were 97 respondents, respectively 57.1%. The level of education was divided into 4 groups: primary, secondary, higher and faculty. Seven respondents or 4.1% were with primary education, 45 or 26.5% of respondents were with secondary education, 18 respondents or 10.6% were with higher education and 100 respondents or 58.8% had finished faculty.

The survey was based in these questions: the first one: Have you or any of your relatives had experience in court to date? The second question: Do you think it is a good idea for disputes to be resolved through reaching agreements between the parties to the dispute without the involvement of the court in that agreement? The third question: In our judicial system there is an alternative way of resolving disputes known as "Mediation". Have you heard of such an alternative? The fourth question: Mediation is a procedure which means that the two parties to a dispute reach an agreement in between to find a solution to their dispute,

without the assistance of the court and with the assistance of a neutral third party / Mediator. Whether or not you have had such an experience, what do you think of the idea of resolving the dispute in that way? Fifth question: If you have heard of mediation, who informed you about it? Sixth question: Are you aware that mediation is regulated by law in the Republic of North Macedonia? Seventh question: Do you know who the mediators are and what they do? Eighth question: Have you had experience with mediators? Ninth question: If you have a dispute, will you decide to resolve it: in court, through mediation, he/she cannot decide. And the last question: Do you think mediation will survive as an alternative method of dispute resolution?

I will touch and analyze only some of the questions, answers of which I consider as most critical which reflect the situation to our citizens regarding mediation as an alternative dispute resolution.

1. The first critical point I can find in, is in the third question on whether they have knowledge of the existence of mediation in our system.

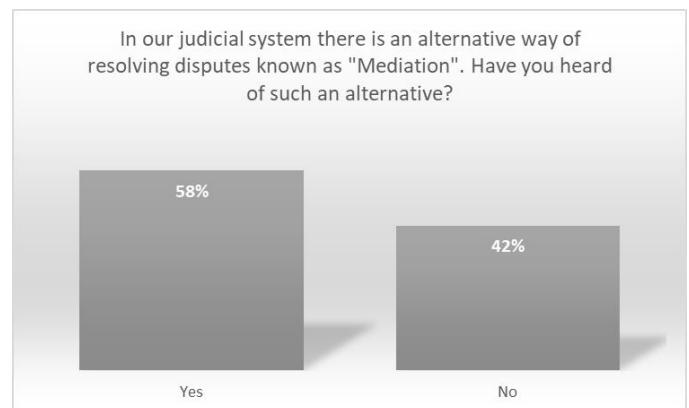


Chart 1: Knowledge of the citizens about the existence of mediation in Republic of North Macedonia

Even that the largest number answered with yes, 99 people, 71 people with no, although for how many years mediation is applied in our country I can say with full responsibility that 71 or 42% is a very big number.

2. The second point which I think should be paid more attention to is in the fifth question and that is the issue related with the information citizens for the existence of mediation.

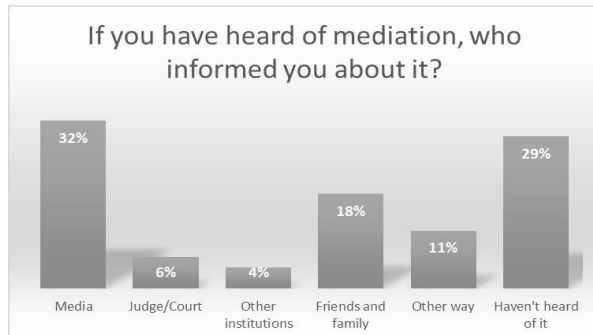


Chart 2: The source of information about mediation

Although the easier and faster information is provided by the media, which is clearly seen in the responses of citizens in this survey, I think that a better promotion and with a larger size should do the Chamber of Mediators as institution as well as courts and lawyers who, although they have an obligation to notify the parties of such a possibility of resolving their disputes, I can say that they ignore such an obligation.

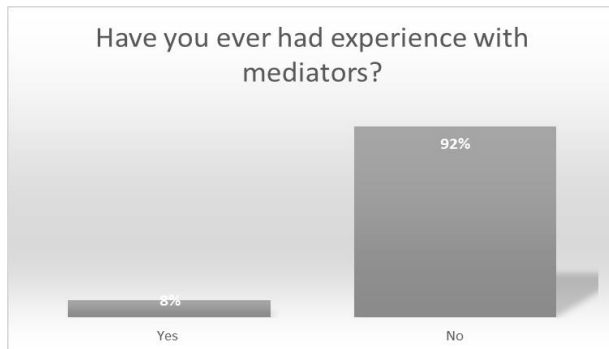


Chart 3: Knowledge of the citizens about the legal regulation of mediation

- The sixth question is also very worrying because of the lack of awareness of citizens that mediation in the RNM is regulated by law where 105 or 62% of the citizens out of a total of 170 responded that they have no knowledge of such a thing.
- The seventh question addressed to the citizens whether they know who the mediators are and what work they do? Out of 170, 94 or 55% citizens do not know about the mediation and their profession.

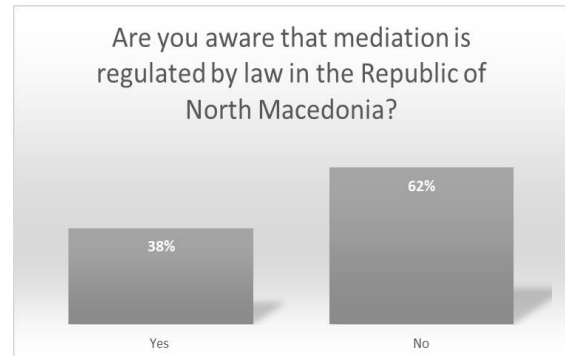


Chart 4: Knowledge of citizens about mediators and their work

- The eighth question which had to do with that weather experience with mediators, where the largest number of respondents answered that they did not have the opportunity to resolve a dispute through mediators where 156 responded that they had no experience with mediators although 94 respondents have had experience in court.

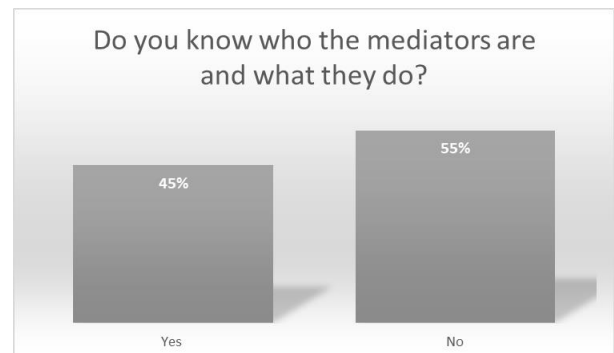


Chart 5: Experience of the respondents with mediation and mediators

- In the ninth question, the large number of respondents is undecided on who they will turn to for resolving their dispute, in court or through mediators.



Chart 6: In case of a dispute which method for resolution of that dispute will the respondents use

This makes me think that even though they see the mediation as a good alternative they are still not convinced that this alternative can really be a good solution to their disputes, maybe because the agreement is not enforceable as it is the judge decision.

- In addition, the final critical point is in the last question of the survey, of whether respondents think mediation will survive as a method of dispute resolution.

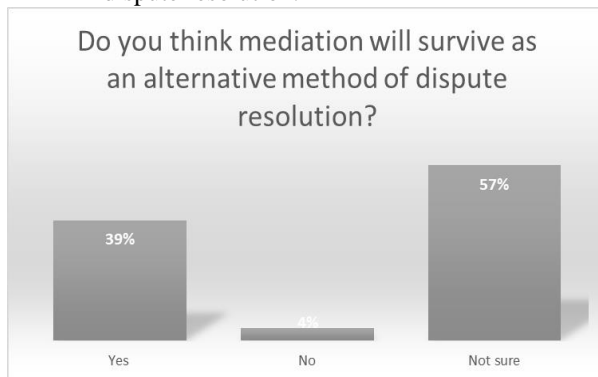


Chart 7: The opinion of the responders about the future of mediation in Republic of North Macedonia

The largest number of respondent's answered that they are not sure about such a thing, so they also look at this issue with suspicion as a result of how our judicial system functions.

From this we can conclude that in our country there is that aversion to mediation by judges and more by

lawyers who significantly affect the psyche and courage of the parties but also in informing them about the option called mediation as a procedure that in addition to contentious procedure could resolve their disputes. This is probably due to the fact that they are afraid of their positions, of losing their privileges and of the opinion that mediation is a procedure which denies the contentious procedure, when in fact it is the opposite, it helps it as its alternative. It should be emphasized that in a society the courts will always have a special place especially in that of dispute resolution, and for a long time will be considered as the primary method of providing legal protection while mediation will be there to release and facilitate the road for the contentious procedure to be considered as an efficient procedure.

4 Conclusions

Although 14 years have passed since the legal regulation of mediation in the Republic of North Macedonia, which at that time was thought to put an end to the problems caused due to non-regulation by a law, which would solve many problems, especially that of implementation in larger dimensions of mediation in our society, nothing really much has changed. It was thought that this would increase the information of citizens about mediation and its existence but also the security of use and resolution of their dispute with such a procedure. And again we are in a situation where compared to a few years ago, mediation is not used by people to the extent which was expected to be used. From 2016, when the legal obligation of licensed mediators to submit the number of mediation procedures they have conducted regardless of the final success of the procedure in the Ministry of Justice, it can be freely stated that this number which to date expresses the procedures initiated by the mediators in the Republic of North Macedonia are not as satisfactory as expected. There are 1462 disputed cases that have been tried to be resolved through mediation throughout the territory of the Republic of North Macedonia.¹⁷⁰ This is a number which is considered very small compared to the total number of contentious cases that have been resolved and which are still pending in the contentious courts of the Republic of North Macedonia.

¹⁷⁰ The data were provided by the Ministry of Justice based on the request for providing data for solved cases in mediation procedure registered with number 09-5005 / 1 of 25.10.2018

So where is the problem of such a small interest of citizens in mediation procedures? Since today we have a licensed mediator, we have mediation procedures regulated by law and work is being done to promote it, and what's most important is that through mediation disputes of various natures can be resolved for a short time and with very small costs. Also mediation can resolve large-scale and wide-ranging disputes like: civil, commercial, property, family, labor disputes, but also disputes from the criminal sphere with private lawsuits, but despite these opportunities given to the citizens of Republic of North Macedonia to resolve their disputes as quickly and cheaper as possible, as well as knowing the negative sides of the judiciary (even if they are not well informed on the other hand about the advantages of the mediation procedure), unfortunately they again address the courts from which they seek the resolution of their dispute and the necessary protection of their rights. "Many citizens were interested in this procedure, came to my office, asked me about it and showed enthusiasm. But then, most of them did not return. They are not sure, because they have a mentality: that only when the court will bring a verdict, then there is power and sanction."¹⁷¹ This opinion confirms and reaffirms the finding that the parties turn to the contentious courts of our state as the only way to exercise their rights as a result of their fear and uncertainty about the mediation procedure.

This is largely related to inadequate and nonsufficient information about mediation. The media is doing their job and is informing the general public. But information should not come only from the media. There are also judges who have a legal obligation to inform the parties about mediation as an alternative method of dispute resolution, mediators, lawyers, jurists but also bodies that are sometimes participants in certain disputes, such as the Center for social work. The Chamber of Mediators should also have a more active role in this regard. They should promote themselves and thus the mediation in the Republic of North Macedonia, using the media and the Internet.

I will close this conclusion with a direct blaming: It is the citizens who are directly to blame for the failure of

implementation of the mediation procedure in our country. It is their way of thinking, their attitudes regarding mediation and about the court procedure, and above all their mentality that is what hinders the development of mediation. So their mentality of running away from justice, their mentality of delaying justice, their mentality of seeing the other opposing party losing the case, their mentality about the satisfaction of seeing the other opposing party getting sanctioned, and much much more low and weightless thoughts and attitudes that actually obstruct mediation. This is the reality in our state.

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RECOGNITION OF HUMAN RIGHTS AND EQUALITY OF NATIONS IN INTERNATIONAL LAW

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Abstract

The main purpose of this article is to contribute to the continuing debate on whether states respect the human rights and fundamental freedoms of people and the existence of equality of nations in international law. This will be done through a theoretical exposition placing this perspective in the spectrum of the main theories on the same topic, with special reference to international relation between countries and reference to some foundational treaties of international organizations.

We live in an era where virtually every government in the world claims that they pay allegiance to human rights and respect for international law. Does the recognition of human rights in international law undermine the traditional conception of international society as a society of sovereign states?

This article will examine briefly the identity politics and the self-determination as a core principle of international law and analyze the prospect of negotiated dispute agreements and the national interest from a paradigmatic point of view.

Keywords: human rights, international law, fundamental freedoms, equality of nations.

1 Introduction

Main principles of international law norms include respect of human rights and fundamental freedoms and the equality of nations. Respecting and promoting human rights for all has become an unofficial amendment to the UN Charter and to the Universal Declaration of Human Rights. Human rights are the cornerstones underpinning the rule of law.

The most fundamental notion of sovereignty for international society is the absolute sense of not being subject to a superior authority. The principle arguments in the paper is the misconception of the principle of equal rights, sovereignty as principle challenge of democracy of a State and the idea of state sovereignty, protection of human rights defined in the international law. If national sovereignty is paramount in the international law, does

the recognition of human rights in international law undermine the traditional conception of international society as a society of sovereign states?

But what is a State? It is really important that we must understand what the state is and what its basic elements are. The accepted criteria of statehood were laid down in the Montevideo Convention (1933), which provided that a state must possess a permanent population, a defined territory, a government, and the capacity to conduct international relations. But State stands identified with its four absolutely essential elements: population, territory, government, and sovereignty (or independence). Sovereignty is probably the most important element of state.

State sovereignty is the ability of the state to be independent and have autonomy and control over itself and its decisions. The word sovereign means autonomous, or independent. According to Grinin, in political science, sovereignty is usually defined as the most essential attribute of the state in the form of its complete self-sufficiency in the frames of a certain territory that is its supremacy in the domestic policy and independence in the foreign one. (Grinin, 2008)

2 Equality of States in International Law – Fact of Fiction?

One of the most reaffirmed principles of the law of nations is the doctrine of equality of states. It’s analyzed and criticized by many legal scholars:” mouthed with dogmatic vehemence by the world politicians, and, more often than not, disregarded by statesmen who parade across the pages of history settling, or attempting to settle, the affairs of nations.” (Thomas Ana & Thomas A.J., 1951) When we talk about equality, recognized as a right of states, I believe that the most crystallized definition we can find is the article 4 of the Montevideo Convention on Rights and Duties of States, where it states that: “States are judicially equal, enjoy the same rights, and have equal capacity in their exercise. The right of each one do not depend upon the power which it possesses to assure its exercise, but upon the simple fact of its existence as a person under international law.

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Official affirmation of the doctrine was embodied in the United National Charter giving to the principle a character of universality which cannot too readily be contravened and ignored: “The Organization is based on the principle of sovereign equality of all its Members.” (UN Charter, Art.2)

It is rather discouraging to have to repeatedly point out the content of the 1933 Montevideo Convention and the UN Charter, Article 4 (1), which regulates the criteria for recognition and admission of states into the organization. The same principle of sovereign equality is also defined in the Declaration on Principles of International Law, Friendly Relations and Cooperation among States, adopted by the UN General Assembly in 1970: “States are juridically equal; each State enjoys the rights inherent in full sovereignty; each State has the duty to respect the personality of other States; each State has the right to freely choose and develop its political, social, economic and cultural systems...” This principle implies a vision of a just and fair society as one in which all persons participate on an equal basis with others in economic, social, political, cultural and civil life.

Modern jurists uphold the principle conceiving it as a necessary ideal toward which the law of nations must strive, claiming that without it justice cannot reign in the relationship between states. Insofar as state practices are concerned, it is readily apparent that although larger states may have accepted the principle in broad form, still they have not permitted it to interfere with aggressive policies. (Jessup, 1948) “Some jurists, and this is especially true of those influenced by natural law reasoning, define equality as a natural right of states, or in other words with the same meaning, as an absolute, primordial or fundamental rights.” (Bonfils, 1912.) Oppenheim (1948) in his book International law states that “others regard equality not as a right in itself but as an essential attribute of a state due to its international personality.”

When we say that nations are by nature equal and hold from nature the same obligations and rights, that means that every state had identical rights and identical obligations. But in reality the true meaning of the term equality of state can hardly be seen. In the book The Institutes of the Law of Nations, James Lorimer states:

“If all that was meant were that all States are equally entitled to assert such rights as they have, and that they have thus an equal interest in the indication of law, the assertion would be true of States, as of citizens and individuals.... This, however, is not the meaning of the doctrine at all. If we look into the authorities we shall

find that what is meant, though of course by no means consistently maintained, is really what is sad – viz., that the rights of States are equal in themselves, and not merely the right of asserting their rights.”

International law recognizes an equal capacity for rights by each state, which is essential to the protection of a state’s natural rights. But in order for every state to have that equal rights, all states need to have the same legal status.

I will stay on this topic, equal rights and rights possessed by states under the rules of international law. Charles G. Fenwick, a political scientist whose specialty was international law, in 1948 wrote in one of his books that: “every state has the same “right” to national security and the same obligation to respect the security of another; every state has the same “right” to independence and to exercise jurisdiction within fixed boundaries; and the same obligation to refrain from interfering or “intervening in the domestic affairs of another state.....”(Fenwick, 1948)

We can find the same rhetoric, also in the Charter of United Nations drafted 1941, but effective from 1945, in particular in Article 2 and where the “principle of the sovereign equality of all its Members” it’s mentioned, and Article 2 (7) “nothing contained in the present Charter shall authorize the United Nations to intervene in matters which are essentially within the domestic jurisdiction of any state or shall require the Members to submit such matters to settlement under the present Charter”

International law is primarily formulated by international agreements, which create rules binding upon the signatories, and customary rules, which are basically state practices recognized by the community at large as laying down patterns of conduct that have to be complied with. (Shaw, 2017)

3 Self-Determination as a Guiding Principle for the Development of International Law

The Purposes of the United Nations (article 1) are:” to develop friendly relations among nations **based on respect for the principle of equal rights and self-determination of peoples**, and to take other appropriate measures to strengthen universal peace; to achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, **and in promoting and encouraging respect for human rights and for**

fundamental freedoms for all without distinction as to race, sex, language, or religion; and to be a center for harmonizing the actions of nations in the attainment of these common ends.” This is all well written, but is this true in reality?

United Nations General Assembly with the Resolution 2200A (XXI) in 1966 adopted the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966) and with the Universal Declaration of Human Rights (adopted in 1948) and with its two Optional Protocols they are called The International Bill of Human Rights. Both these Covenants have an identical first article, declaring inter alia that “all peoples have the right to self-determination. By virtue of that right they freely determine their political status”, while states parties to the instruments ‘shall promote the realization of the right of self-determination and shall respect that right in conformity with the provisions of the Charter of the United Nations’. The Covenants came into force in 1976 and thus constitute binding provisions as between the parties, but in addition they also may be regarded as authoritative interpretations of several human rights provisions in the Charter, including self-determination.

The Declaration on Principles of International Law concerning Friendly Relations and Co-operation among States in accordance with the Charter of the United Nations was adopted by the General Assembly in 1970 (resolution 26/25 (XXV)), The UNGA worked out the most authoritative and comprehensive formulation so far of the principle of self-determination. According to this document ‘the principle of equal rights and self-determination of peoples enshrined in the Charter of the United Nations’ embraces the right of all peoples ‘freely to determine, without external interference, their political status and to pursue their economic, social and cultural development’ as well as the duty of every State ‘to respect this right in accordance with the provisions of the Charter’ (Principle 5 Friendly Relations Declaration). It further added that ‘the establishment of a sovereign and independent State, the free association or integration with an independent State, or the emergence into any other political status freely determined by a people constitute modes of implementing the right of self-determination’ (Principle 5 Friendly Relations Declaration) So let me emphasize the most important part in this principle: Self-determination is a right of all peoples to “freely determine ...their political status and freely pursue their economic, social, and cultural development” (ICCPR

Article 1(1); ICESCR Article 1(1)). It is not a right that accrues to governments or government leaders, but rather a right that inheres in peoples. The International Court of Justice explicitly cautioned in the Western Sahara Advisory Opinion that “the right of self-determination requires the free and genuine expression of the will of the peoples concerned.” (Western Sahara, Advisory Opinion, ICJ Reports, 1975, at para. 55).

“While, in principle, the will of a people could be formed in various ways—through government decision or parliamentary resolution, possibly through a referendum, understandably, given the circumstances of decolonization and the fact that it should be an act of self-determination, preference is accorded at least implicitly to referenda: Principle IX UNGA Resolution 1541 states that ‘[t]he integration should be the result of the freely expressed wishes of the territory’s peoples acting with full knowledge of the change in their status, their wishes having been expressed through informed and democratic processes, impartially conducted and based on universal adult suffrage’(Thurer & Burri, 2008)

4 Resolving International Disputes

Preamble to the United Nations Charter reads as follows:” We the peoples of the United Nations determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom, and for these ends to practice tolerance and live together in peace with one another as good neighbors, and to unite our strength to maintain international peace and security, and to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and to employ international machinery for the promotion of the economic and social advancement of all peoples” I will continue with the Article 2.7 of the Charter where it states that “Nothing contained in the present Charter shall authorize the United Nations to intervene in matters which are essentially within the domestic jurisdiction of any state or shall require the Members to submit such matters to settlement under the present Charter; but this principle shall not prejudice the

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application of enforcement measures under Chapter VII of the United Nations Charter.” (un.org)

“From earliest times, third parties have played an important role in attempting to resolve interpersonal and intergroup conflicts. Indeed, the concept of third-party dispute settlement and roles of judge, arbitrator and mediator pervade all human societies and are closely linked to the emergence of political order and law”. (Bilder, 1989) Professor Louis Sohn points out that, “It is an axiom of international diplomacy that the most efficient method of settling international disputes is through negotiations between the two governments concerned, without any meddling of third parties, other states or international organizations,” and that “in most instances negotiations lead to a solution.”(Sohn, 1983)

Hans Joachim Morgenthau was one of the major twentieth-century figures in the study of international relations. He states that “the meaning of national interest is survival—the protection of physical, political and cultural identity against encroachments by other nation-states”

The orientation of foreign policy is based on the concept of *national interest*. The term signifies the basic guideline of all actions that a state under takes in its external policy. At the same time, contrary to its frequent use, it is not a very clearly-defined concept. It would rather express the aspirations, which, need to be operationalized, in order for them to be applicable. Taking into consideration the valences attributed to it by political forces, according to their interests. According to Morgenthau, the vital components of the national interests that a foreign policy seeks to secure are survival or identity. He sub-divides identity into three parts: Physical identity. Political identity and Cultural identity.

Physical identity includes territorial identity. Political identity means politico- economic system and Cultural identity stands for historical values that are upheld by a nation as part of its cultural heritage. These are called vital components because these are essential for the survival of the nation and can be easily identified and examined. A nation even decides to go to war for securing or protecting her vital interests.

Samuel Huntington says that: “a national interest is a public good that concerns everyone, or most citizens; a vital national interest is that interest for which they are willing to shed their blood and spend their wealth to defend it. National interests usually combine security with material concerns, on the one hand, and moral and ethical concerns, on the other”(Metea, 2020)

Customary international law and the United Nations Charter require states to seek peaceful resolution of their disputes. Article 33 of the UN Charter specifically recognizes mediation as one of the dispute resolution processes to be used when international peace and security is threatened. But, it seems that in international law, very little attention is paid to how mediation should be conducted, and how parties should be treated in the process. This gap is a serious omission and analyzing the previous mediations conducted between countries, as an international dispute resolution process, greater attention must be paid, so that parties experience fairness in the mediation process, to how the demands of self-determination and procedural justice can and must be satisfied in the whole process. In this regard, Professor Thomas Franck addresses this issue, that the fairness of international law should be judged by the participant's expectations of procedural, as well as substantive or distributive justice, is equally true of international mediation. When states participate in mediation, their experiences of procedural justice affect their assessments of process fairness. Participation also affects the extent to which they commit to honor the outcome of mediation, as compliance typically follows consent; however, consent must be freely offered. Marieke Kleiboer in her book *Great Power Mediation: Using Leverage to Make Peace*, argues that “where mediators with significant resources pressure parties into concessions, the result may be diminished forms of self-determination and non-sustainable agreements. On the other hand, parties who are informed about the mediation process, who are treated with dignity and actively participate in decision-making, and who reach non-coerced agreements, are more likely to honor the agreements that they reach.” The most important part in the mediation process, but it seems that is the most difficult one, must be the principle of self-determination. This basic principle should be expressed through informed consent procedures, should be inclusive and requires that all stakeholders must be identified and represented in mediated negotiations.

Voluntary consent, a necessary part of self-determination, is critical to the long-term sustainability of mediation agreements. Let’s look at one example, the ongoing conflict between China and Tibet over the Chinese occupation of Tibet. This “conflict” exemplifies the vulnerability of agreements where true consent is missing. “Despite an agreement negotiated between the Chinese government and Tibetan representatives in 1951, under which China asserted a claim to rule Tibet, conflict over self - determination of the Tibetan people still persists because a substantial segment of the

Tibetan population believes that their representatives signed the agreement under coercion. “ (Clark, 2002).

Another example of a failed self-determination process involves the long-standing conflict between Cyprus and Greece. The 1960 constitutional settlement in Cyprus was considered by many scholars to have been imposed on the Greek and Turkish Cypriot communities by the British and other outsiders. During the political process, series of agreements were drafted just to create a constitutional system that would establish a balance of power between the two communities on Cyprus. “Cypriot representatives did not participate in drafting the agreement and when invited to London to sign the final agreement, the Greek Cypriot leader signed under force and without authority. The parties' lack of consent and the corresponding element of coerciveness contributed to the failure of the agreement during the implementation phase.”(Wippman, 1996).

5 The Macedonian Golgotha and the Bitter Taste of the International Agreements

The concept of self-determination in public international mediation must be understood in relationship to both international law and dispute resolution principles. (Nolan-Haley, 2005)

President Woodrow Wilson championed the ideal of self-determination and introduced it to the League of Nations in 1919 as "the right of every people to choose the sovereign under which they live, to be free of alien masters, and not be handed about from sovereign to sovereign as if they were property. (Amberg, 1985)

So how do peoples exercise their right to self-determination? This is the question about the act of self-determination and most specifically about the creation and expression of the free will of the people. The right of self-determination as we already discussed earlier is a principle of international law which allows the people of a state to determine the sovereignty and political status of that state without any interference.

At this point, let stay on the topic of international mediation and self-determination of states. A good example that many scholars have argued as the unique one in the history of international law, where you can see the inequality of states. It is the case of the Macedonia's request to be admitted to the United Nations by its constitutional name and after that the decades of mediations over the name dispute.

The admission of a new member to the UN assumes that the candidate for admission represents a state, or according to Article 4(1) of the UN Charter “membership in the United Nations is open to all other peace-loving states which accept the obligations contained in the present Charter and are able and willing to carry out these obligations.”(Petreski 2014, 118).

In accordance with Article 4 (2) of the UN Charter, the final decision as to whether an applicant fulfills the substantive requirements for admission, as laid down in Article 4 (1) of the Charter – “whether it is a state [defined territory, permanent population, sovereign and effective power and capacity to enter into relations with other states] that is peace-loving, that accepts the obligations contained in the Charter and is able and willing to carry out these obligations” – is made by the General Assembly upon the recommendation of the Security Council. The UN intentionally decided against implementing a system of accession to the Organization under which all states can become members by way of unilateral declaration. The admission procedure contained in the Charter ensures that the principal organs of the United Nations retain absolute power in the procedure.(Petreski & Ilik, 2017)

Macedonia's admission to UN membership in April 1993, pursuant to the Security Council Resolution 817 recommending such admission, came with two conditions in addition to those explicitly provided in Article 4(1) of the UN Charter, namely the candidate's acceptance: (i) Macedonia was to be referred to by the provisional name ‘the Former Yugoslav Republic of Macedonia’ for all purposes within the United Nations, and (ii) it has to negotiate with Greece over its name. By imposing conditions on Macedonia regarding its name, the Security Council and the General Assembly have essentially denied the right of Macedonia to choose its own name (Janev, 2002)

Both imposed conditions on Macedonia at the moment of its admission are in sharp violation of Article 2 (1) (“sovereign equality of Members”) of UN Charter. Moreover, the provision in SC Res. 817 (1993) that the applicant should negotiate over its name with another state is in violation with the Article 2 (7) of the UN Charter prohibiting United Nations to intervene in matter (s) of the domestic jurisdiction of states (“Nothing contained in the present Charter shall authorize the United Nations to intervene in matters which are essentially within the domestic jurisdiction of any state”). The condition (ii) is also in violation with Article 1 (2) of the Charter (the principle of “equal rights and self-determination of peoples”1). The violations of

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

Articles 1 (2), 2 (1) and 2 (7) of the UN Charter in SC Res.817 (1993) represent serious breaches of the Charter. We note that the UN General Assembly admitted Macedonia to UN membership (GA Res. 47/225 (1993)) [4] on the basis of SC Res.817 (1993) (with the addition conditions therein).

For the purpose of this paper, a comparison between Res.817 (1993) of 7 April 1993 and a standard Council resolution on admission of other countries to the UN was made. The comparison reveals similarities and differences. In Macedonia's case unfortunately there are more differences.

In other cases, the resolution says that the Council has examined the application for admission and recommends to the General Assembly that the state be admitted to membership in the UN. Here the similarities end. In Res 817, the name of the state appears nowhere in the resolution. It is identified throughout as "the State whose application is contained in document S/25147". The mentioned resolution deals as we mentioned before with more than admission. It contains political elements concerning settlement of the differences between Greece and Republic of Macedonia. It notes that a difference has arisen over the name of the state, welcomes the readiness of the International Conference on the Former Yugoslavia Co-Chairmen to use their good offices to settle this difference and to promote confidence-building measures among "the parties", urges the parties to cooperate with the Co-Chairman and request the Secretary General to report on the outcome. (S/Res/845 (1993) of 18 June 1993) Finally, in recommending the admission of the State whose application is contained in document A/47/876-S/25147, the Council added the clause "this State being provisionally referred to for all purposes within the United Nations as the former Yugoslav Republic of Macedonia' pending settlement of the difference that has arisen over the name of the State".

The introduction of the additional conditions (i) and (ii) for the admission of Macedonia to UN membership was based on the Greek allegation that the name of the applicant "implies territorial claims" were reflected in the wording of both resolutions as "difference over the name". However, according to the international law no state has an exclusive right over a name and that the "Greek demand that Macedonia change its name has no basis in the international law and practice" (Henkin et al., 1993)

Igor Janev argues that, "these additional obligations on Macedonia as a UN member distinguishes its position from that of the other UN members and define a discriminatory status. Membership, as a legal status, contains a standard set of rights and duties, which are equal for all UN members ("sovereign equality of the Members", Article 2(1)) and derogation or reduction of these membership rights and duties for particular states is inadmissible, particularly in areas which are related to, or involve, the legal personality of member states. It follows that the additional obligations imposed on Macedonia as a UN member are again in violation of Article 2(1) of the Charter". He adds that "this is in violation of the right of states to non-discrimination in their representation in organizations of universal character expressed in an unambiguous way in Article 83 of the Vienna convention on representation of states. (Vienna Convention, 1975) That article of the Convention provides, "in the application of the provisions of the present Convention no discrimination shall be made as between states." (Art.83.Vienna Convention, 1975). The right to equal representation of states in their relations with the organizations of universal character is only a derivative of the principles of sovereign equality of the states within the UN and inviolability of their juridical personality. (Janev, 1999)

The principle embedded in Article 2 (paragraph 1 and 7) of the UN Charter, discussed earlier, explicitly forbids the UN from intervening in matters which are essentially within the domestic jurisdiction of the states, and their violation by the UN directly involves its legal responsibility. The denial by the UN organs of the inherent right of a country to choose its name, and by implying the additional conditions for admission is in direct violation of this article.

Janev in his paper "The Prespa Agreement between Macedonia and Greece and Possible further action(s) related to validity of the treaty, explains that " the principles of sovereign equality of states and the inviolability of their juridical personality lead to the conclusion that the choice of a name is a basic, inherent right of the state. This right is not alienable, divisible or transferable, and it is a part of the right to self-determination (determination of one's own legal identity), i.e. it belongs to the domain of jus cogens. External interference with this basic right is inadmissible. If this were not true, i.e. if an external factor is allowed to take part in the determination of the name of a state, under the assumption that the subject state has at least a non-vanishing influence on this determination, it can easily be imagined that the process

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

of determination of the name of that state (e.g. via negotiations) may never end. The state may never acquire its name, which would create an extraordinary political and legal absurdity in the international arena. It is also fairly obvious that if such external interference with the choice of name of a state would be allowed, even through a negotiation process, it might easily become a legally endorsed mechanism for interference in the internal and external affairs of the state, i.e. a mechanism for degradation of its political independence.”

Unfortunately violations of international law and violations of the Charter of UN continued with another agreement, the Prespa agreement, that came after 27-year-old name dispute under the umbrella of United Nations .

The official title of the agreement reads: “Final agreement for the settlement of the differences as described in the United Nations Security Council resolutions 817 (1993) and 845 (1993), the termination of the Interim Accord of 1995, and the establishment of a strategic partnership between the parties”. It indicates that the Agreement is based on the accepted (or assumed) legality of the UNSC Resolution 817 (1993). The subject matter of the Prespa Treaty is defined more precisely in the Preamble: “Resolving the difference pursuant to Security Council resolutions 817 (1993) of 7 April 1993 and 845 (1993) of 18 June 1993.

In the Preamble of the Vienna Convention on the Law of treaties (1969) it is stipulated that the State Parties of the Convention are “having in mind the principles of international law embodied in the Charter of United Nations, such as the principles of equal rights and self-determination of peoples, the sovereign equality and independence of States, of non-interference in the domestic affairs, and of universal respect for, and observance of human rights and fundamental freedoms for all”.

In the Preamble of Prespa Agreement is also stipulated that the Parties of the Agreement are: “Guided by the spirit and principles of democracy, respect for human rights and fundamental freedoms, and dignity”, and “Abiding by the provisions of the Charter of the United Nations”.

However, already in the first sentence of the Preamble of PA, the Parties of the Agreement are treated as unequal: the First Party is identified by its constitutional name (Hellenic Republic), while the Second Party is identified as the state “which was admitted to the United Nations in accordance with the United Nations General

Assembly resolution 47/225 of 8 April/1993”. This unequal representation of the treaty Parties already in the Treaty Preamble is a violation of the principle of “sovereign equality” of states and inobservance of the dignity of the Second Party. This un-equal position of the Parties remains throughout the text of the Treaty.

In paragraph 2 of Article 1 of PA, “The Parties recognize as binding the outcome of the negotiations that have taken place under the auspices of the United Nations, to which both Parties have been committed pursuant to the United Nations Security Council resolutions 817 (1993) and 845 (1993) [as well as the Interim Accord of 1995] “. We note that SC Res. 845 (1993) “urges the parties to continue their efforts to arrive at a speedy settlement of the remaining issues between them”. The wording “remaining issues” in the interpretation of the First Party of PA does not mean only “differences over the name” but extends to matters of national identity, state language, constitution and even the internal administrative system.

In the Prespa Agreement the difference over the name, as it was noted in the UN S/Res/817 (1993) has transformed into differences and negotiations over Macedonian history, Macedonian identity, Macedonian language, culture, education, the constitution, human rights and freedoms.

States have a right to self-determination, particularly to self-identification and juridical equality vis-à-vis other sovereign states. A link between the name of the State and a general category of a national identity lies in the category of legitimacy that means original sovereign people’s will and consent to freely refer to itself and to self-identify as a people or as a nation, in accordance with the basic principle of sovereign people’s will. (Janev,2018)

“The provisions of Article 1(3-a,-b,-c) in Prespa Agreement, related to the name, national identity and the language, respectively, of the Second Party, and the provisions of Article 7(1-5) providing historic, territorial and cultural restrictions to their use, and thereby severely derogating their meaning, as well the provisions of Articles 1(4), 1(11) and 1(12) imposing explicitly revision and amendments to the Constitution of the Second Party, are obviously in conflict with the peremptory norms of International Law and Article 53 of the Vienna Convention on the Law of Treaties (1969). Nevertheless, this Greek interpretation of SC resolutions 817 (1993) and 845 (1993) is thoroughly reflected in all eight articles of Part I of PA. The tone and the wording of the provisions of this part of the Agreement are

reminiscent to those of a peace treaty dictated by the party winning the war to the one that had lost the war. I will not go into details on the PA but when you read the agreement, it's obvious from all the articles in PA that the First Party (Hellenic Republic) essentially dictates the treaty provisions, while the Second Party (Republic of Macedonia) needs only to accept them. The inequality of Treaty Parties is obvious, despite of their equal legal status under the International Law. For this reason, the PA can be considered as null and void, and a subject of unilateral termination." (Janev, 2018)

The outcome of this so called "historic agreement" was the government of Republic of Macedonia, changing the name of the country to North Macedonia, against the wish of the Macedonian people (the failed non-binding referendum, held on 30 September 2018 with a turnout of only 37% (due to the mass popular boycott) whose question about the change of the name was explicitly associated with the presumption for access to EU and NATO, was a clear indication of the citizens' negative attitude to the Agreement. The political manipulations within the Macedonian Parliament and the open political pressures exercised by some Western leaders to the parliamentary parties played a decisive role to reach the required two-thirds majority in the Parliament to ratify the Agreement (Vankovska 2020). After the name change vast majority of the people living in Macedonia, feel that a new, semi-sovereign country was created, with a new name and a new internal and international legal identity.

6 Conclusion

The word "equality" has been used in so many different senses in the literature of politics, philosophy, and law and as a conclusion on the topic of equality of states it is interesting to see how the phrase equality was introduced and imbedded in today's UN Charter, that mandates the UN and its member states to maintain international peace and security, promote "universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion.

Because I am fond of history, let's go back in time, on April 25, 1945, when the United Nations Conference on International Organization, convened in San Francisco to discuss over the new phrase, sovereign equality. The delegates pointed out that under the proposed organization, the member states would not receive equal treatment, and that therefore suggested that the word "sovereign equality" were somewhat ironic, and they therefore suggested that the word "sovereign" be

deleted. At the next meeting of the same committee, the battle raged more vociferously, and it was requested that the phrase "sovereign equality" should be replaced with the term "judicial equality" or with other similar term, for other parts of the charter weren't consistent with the concept of equal sovereignty. In spite of this opposition from some of the members of the committee the Charter as it was finally approved read: "the Organization is based on the principle of the sovereign equality of all its Members." Unfortunately looking at the previous examples of the actions of UN bodies, we should talk about inequality, rather than equality. From the analysis that we did previously we can conclude that the term "sovereign equality" seems to be an unfortunate choice. It cannot be denied that the principle of equality of states and the sovereignty of states (principle of self-determination) are two distinctly different concept in the law of nations. The doctrine of equality of states is nothing more than a cliché, a battle full of sound and fury. International persons are equal before the law when they are equally protected in the enjoyment of their rights and equally compelled to fulfil their obligations. The principle is quoted often enough in the rhetoric of international politics, but its substantial content has always been controversial. Although the principle is built on the premise of the equality of the sovereign states that make up the international community, it has always been recognized that, indeed, some states are more equal than others.

Dickenson states: "Equality before the law is absolutely essential to the stable society of nations. If it is denied the alternatives are universal empire or universal anarchy"

History shows that independence of states has been violated so repeatedly that it seems that entire principle of equal protection before the law seems an abstraction – a phantasmagoria of the law.

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MEDIATOR'S STATUS IN THE REPUBLIC OF NORTH MACEDONIA

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Abstract

Mediation as an alternative dispute resolution method is a structured procedure in which a mediator helps the dispute parties, to reach their own agreement as a dispute resolution. The mediator is a third impartial and neutral person engaged to conduct mediation in an effective, impartial and competent manner. Mediation is a procedure. Mediator, his role in the mediation procedure and his professional as well as individual characteristics and skills, have significant impact on the mediation procedure. Mediation in the Republic of North Macedonia, for the first time was regulated in 2006 with the Law on mediation. In 2013 the new Law on mediation was adopted and entered into force. The purpose of this paper is to analyze the position and status of mediators, and especially the consequences caused by the legislation changes in 2013. Namely, Article 63 of the Law on Mediation from 2013 stipulates that the persons registered in the Directory of Mediators until the day this law enters into force, as well as the persons who have completed training for mediators by that day are subject to the licensing procedure i.e. regardless of the fact that they have already acquired the mediator status in accordance with the Law on mediation from 2006, they are prohibited from performing mediation services. This law solution is confusing and inspiring at the same time; delivers new questions which need to be analyzed, with aim to encourage critical observation and development of fair and clear *de lege ferenda* solutions.

Keywords: mediation; mediator; North Macedonia, alternative dispute resolution.

1 Introduction

Mediation as an alternative to the trial, is frequently used alternative dispute resolution method. Mediation is a non-formal procedure, but still has the structure, schedule and dynamics that "ordinary" negotiations do not have.¹⁷² Mediator is an independent and impartial third party with essential role to help the dispute parties to better understand the dispute and to figure out numerous opportunities for reaching mutually satisfactory dispute solution.¹⁷³ Consequently, mediators have to have the ability to use different techniques to open or improve the dialogue between the dispute parties and to help them achieve agreement. Depending on type of mediation, it may be necessary for a mediator to have a substantive knowledge of the subject matter of a dispute (for example, evaluative mediation¹⁷⁴). The mediator's personal characteristics and professional abilities also affect the success of mediation procedure.¹⁷⁵

The intent of this study is to analyze the legal solutions concerning the status of mediators in the Republic of North Macedonia (hereinafter: North Macedonia) and especially the consequences caused by the legislation changes in this area. The Laws on mediation are the primary source of the law for mediation in North Macedonia. For the purposes of this study, we will analyze only these laws and only law solutions concerning the mediators. Macedonian scientific literature does not address this practical issue that have significant impact on the development on mediation in North Macedonia. This study fills this gap in the

¹⁷² About mediation see: Riskin, Leonard L. "Understanding mediators' orientations, strategies, and techniques: A grid for the perplexed." *Harv. Negot. L. Rev.* 1 (1996); Abramson, Harold I. "Problem-Solving Advocacy in Mediations: A Model of Client Representation." (2005); Fisher, Roger, William L. Ury, and Bruce Patton. *Getting to yes: Negotiating agreement without giving in*. Penguin, 2011.

¹⁷³ See more: Schulz, Jennifer L. "The Mediator as Cook: Mediation Metaphors at the Movies." *Journal of Dispute Resolution* 2 (2007): 455-476; Waldman, Ellen. "Mediating Multiculturally: Culture and the Ethical Mediator." Jossey-Bass, San Francisco (2011): 305-337;

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¹⁷⁴ About evaluative mediation see: Roberts, Kenneth M. "Mediating the evaluative-facilitative debate: Why both parties are wrong and a proposal for settlement." *Loy. U. Chi. LJ* 39 (2007); Alfini, James, and Gerald S. Clay. "Should Lawyer-Mediators Be Prohibited from Providing Legal Advice or Evaluations?" *Disp. Resol. Mag* (1994).

¹⁷⁵ See: Goldberg, Stephen B., and Margaret L. Shaw. *The Secret of Successful (and Unsuccessful) Mediators. Dispute Resolution Alert* Vol.8 No.1 (Winter 2008): 1-12; Boulle, Laurence and Nadja Alexander N. Chapter 6 in *Mediation Skills and Techniques*. 2nd Edition Chatswood NSW: LexisNexis Butterworths. 2012.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

mediation literature. In addition, this study enriches discussions on practical use of mediation in North Macedonia.

The study consists of an introduction, two parts and a conclusion. The introduction gives a brief description of the term mediation, mediator and mediator's role. The first part analyzes the legal framework that applies to mediators starting from the first law that has regulated this matter. The second part analyzes the present situation of licensing the mediators and its legal and practical impact on mediators and mediation in the country. Results in this article are generated by qualitative in-depth analysis of the legal documents, and using literature and studies connected with the research issue.

2 Legal Framework

The first Macedonian Law on mediation was brought in 2006. Before 2006 no general regulatory framework for mediation existed in North Macedonia. In 2013 the new Law on mediation was adopted and entered into force. Macedonian Law on mediation from 2006, defined "mediator" as a natural person who has legal capacity and who helps the parties to reach an agreement as a dispute resolution, in accordance with the principles of mediation, and without the right to impose dispute solution.¹⁷⁶ The current Macedonian Law on mediation does not define the term mediator, but directly determines the conditions for becoming a mediator and performing mediation services.¹⁷⁷ We believe that the clear law definition of a mediator is useful, because it helps defining the true role of the mediator thus helps the dispute parties to form clear expectations from the mediator and mediation procedure and; we believe this will have positive effect on the use of mediation in North Macedonia.

The current Macedonian mediation system recognizes the licensing of mediators. This is perceived as the main change in relation to the previous concept of mediation. Yet, the present Law on mediation does not regulate the mediator's conflict of interests, which we find as a serious shortcoming of the law. The Law on mediation from 2006, regulated the mediator's conflict of interests. According to this Law, the mediator shall not act in cases in which he/she has or had a personal interest; personal, family or business relationship with one of the

parties, or if there are other circumstances that could cast doubt on his/her impartiality, and the mediator shall not act in cases in which he/she has previously acted as a judge, proxy, legal representative, arbitrator or advisor to one of the parties.¹⁷⁸ In this regard, the person chosen to act as a mediator is obliged to disclose to the parties all the circumstances that may be seen as a reason for reasonable doubt in his/her impartiality and independence. The mediator must disclose those circumstances to the parties without delay during the whole mediation procedure. If neither of the parties has required another mediator upon being informed on those circumstances, the parties have no right to refuse the agreement because of the mediator's impartiality and independence. These law provisions were in line with the European Code of Conduct for Mediators.¹⁷⁹

Although the current law provides for the adoption of a Code of Ethics for Mediators, we believe that this issue should have been covered by the law itself. We estimate that such law provision is of particular importance, as an additional guarantee for the good behavior of the mediator and building of trust in the mediation procedure at the same time. We consider that the regulation of this matter with Law on mediation is essential for the successful mediation procedure. The fact that the Chamber of the Mediators of North Macedonia, formed in accordance with the Law on mediation from 2013 haven't adopted a Code of Ethics for Mediators yet, is just one more reason justifying our previous recommendation. In general terms, a Code of Ethics for Mediators encourages ethical conduct, integrity, honesty, impartiality, independence and it should be among the first adopted documents. The current Law on Mediation also does not contain separate provisions on the rights, duties and responsibilities of mediators.

The previous analysis shows that the existing Macedonian Law on mediation needs to be improved, especially in the part which regulates mediators.

3 Licensing Mediators and its Legal and Practical Impact

Article 46 of the Macedonian Law on mediation from 2013, provides that only a natural person who has legal capacity and who is licensed to perform mediation

¹⁷⁶ Law on Mediation, Official Gazette of the Republic of Macedonia No. 60/2006, art.10.

¹⁷⁷ Law on Mediation, Official Gazette of the Republic of Macedonia No. 188/13, 148/15, 192/15 и 55/16, art. 46

¹⁷⁸ Law on Mediation, Official Gazette of the Republic of Macedonia No. 60/2006, art.12.

¹⁷⁹ See: European Code of Conduct for Mediators, available at: https://www.euromed-justice.eu/en/system/files/20090128130552_adr_ec_code_conduct_en.pdf.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

activities can act as a mediator. A license shall be issued to the person who has fulfilled the following conditions: has passed the mediator's exam for the theoretical knowledge and practical skills in front of the Board for ensuring, monitoring and evaluating the quality of mediation (hereinafter: the Board) and who has provided an insurance contract. According to the previous, a mediator's licensing system has been created in North Macedonia. An individual who wants to take the mediator's exam should submit an exam application to the Board, together with the proofs of: a) a university degree equal to 300 credits under the European Credit Transfer System (ECTS) obtained in North Macedonia or the decision on recognition of the Macedonian Ministry of Education and Science; b) completed training according to the accredited training program for mediators lasting a minimum of seventy hours, performed in the country or abroad; or a decision on recognition of relevant training completed abroad and recognized by the Board; c) at least three years of work experience after graduation; d) had followed at least four mediation procedures carried out by the mediator and a confirmation document issued by a mediator, supported with an extract from the Register of mediations; e) proof for passed a psychological test and a test of integrity issued by a licensed expert; f) Macedonian citizenship certificate and g) at least five references from the people who know the professional capacity of the candidate.¹⁸⁰ In fact, according to the legislator, these are the minimum criteria that will generate highly qualified mediators. The person who will pass the mediator's exam and will provide an insurance contract, shall be issued a license and carry out mediation services. Issued license is valid for five years and can be extended or subtracted depending on the results of mediator's quality work evaluation. The mediator's quality work evaluation is conducted by the Board, at least once in five years, in accordance with the methodology and procedure for monitoring and evaluating the mediator's work quality. For conducting mediation in disputes where the law provides mandatory mediation, the law may provide additional conditions for a person who takes the mediator's exam as well as supplement supervision and control.¹⁸¹ The license of these

mediators contains data for the specific mediation area. The novelty which Law on Mediation from 2013 has introduced is the obligation for the mediators to conclude an insurance contract in the minimum amount of 50,000 Euro.¹⁸²

The Law on Mediation from 2013 stipulates that the persons registered in the Directory of Mediators until the day this law enters into force, as well as the persons who have completed training for mediators by that day, are subject to the licensing procedure which means, regardless of the fact that these persons have acquired the status of mediator in accordance with the prior law, they are prohibited from performing mediation services.¹⁸³ **Error! Reference source not found.** Thus, mediators in North Macedonia who have successfully completed the mediator's training by December 2013 and have mediator certificate issued by the Macedonian Ministry of Justice as a proof that they can act as a mediator, according to the 2013 Law on Mediation, are obliged to pass a licensing procedure. Actually they are forbidden from performing mediation services. Very absurd situation: the Ministry of Justice of North Macedonia does not accept its own certificates. On the other side, the analysis of the program for mediator's training adopted by the Minister of Justice in accordance with the Law on mediation from 2013, shows that the thematic units are the same as those from the initial training that the mediators from 2006 Law on mediation have already passed,¹⁸⁴ which results in additional revolt among the mediators. We consider that this legal solution is contrary to the rule *lex retro non agit*. Also, such a law provision is unconstitutional because the Constitution of the Republic of North Macedonia stipulates that the laws and other regulations do not have retroactive effect, except when it is more favorable for the citizens, which is not this situation.¹⁸⁵

These legal solutions, have created another absurd situation in North Macedonia, this time connected to the mandatory mediation. Namely, in February 2016 legal changes introducing mandatory mediation came into force.¹⁸⁶ The essence of the mandatory mediation in North Macedonia is as follows: according to the Macedonian Law on Civil Contentious Procedure in commercial disputes for monetary claims with value up

¹⁸⁰¹⁸⁰ Law on Mediation, Official Gazette of the Republic of Macedonia No. 188/13, 148/15, 192/15 и 55/16, art. 47.

¹⁸¹ Law on Mediation, Official Gazette of the Republic of Macedonia No. 188/13, 148/15, 192/15 и 55/16, art. 52.

¹⁸² Law on Mediation, Official Gazette of the Republic of Macedonia No. 188/13, 148/15, 192/15 и 55/16, art. 24.

¹⁸³ Law on Mediation, Official Gazette of the Republic of Macedonia No. 188/13, 148/15, 192/15 и 55/16, art. 63.

¹⁸⁴ Mediators Exam Program, available at: <https://www.pravda.gov.mk/Upload/Exams/PROGRAMA%20za%20medijacija%2011.07.2014%20.pdf>.

¹⁸⁵ The Constitution of the Republic of North Macedonia 1991, art.52.

¹⁸⁶ Law on Amending the Law on Civil Procedure, Official Gazette of the Republic of Macedonia No. 124/2015.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

to 1,000,000 Macedonian denar (which is around 16 thousand euro) the parties are obliged to try to resolve the dispute through mediation, before filing a lawsuit.¹⁸⁷ When filing a lawsuit, the plaintiff is obliged to submit written evidence issued by a mediator that the attempt to resolve the dispute through mediation did not succeed.¹⁸⁸ The law prescribes that the lawsuit without this evidence will be rejected by the court.¹⁸⁹ So, the written evidence about the attempt for resolving the dispute through mediation, could be issued only by a licensed mediator, and until March 2016 in North Macedonia there weren't licensed mediators, only the mediators. According to the Law on mediation in force, the then mediators could not perform mediation services without being licensed. In this context, we should mention that in the period of introduction of mandatory mediation in North Macedonia, 155 mediators were registered in the Directory of Mediators, these mediators had acquired the status of mediator in accordance with the Law on mediation from 2006 and, in addition to initial training, they have attended other trainings for continuous education and skills improvement. They were trained for conducting mediation in specific areas (juvenile justice, labor relations, interethnic relation), for which trainings the mediators have received certificates. However, according to the new Law on mediation from 2013, these mediators were not licensed mediators and for that reason they were not allowed to perform mediation services. In fact, a contradictory situation was created again: on one hand there was mandatory mediation as an obligation before filing a lawsuit and under the threat of rejection of the lawsuit, and on the other hand there was no licensed mediator to conduct the mediation procedure, which means, one of the essential elements for conducting the mandatory mediation procedure was missing.

Another question relates the acquired rights: do the persons who have aquired status of mediators according to the Law on mediation from 2006, have the right to perform mediation services as an acquired right? We relate this situation with the situation that has arisen

among the attorneys. Namely, in 2006 an attorney's exam was introduced as a condition for becoming an attorney, as separate and different exam from the bar exam. But, according to the Amendments to the Law on Advocacy from 2006, persons who have passed a bar exam before entry into force of this law, and are registered in the Register of attorneys, will continue to practice law without taking an attorney's exam.¹⁹⁰ and attorneys registered in the Register of the Macedonian Bar Association before the adoption of this law, retain acquired rights.¹⁹¹ It is obvious that this legal solution is the opposite to the one for the mediators. We find that this solution should be accepted for the mediators as well, especially having in mind the role of the mediator in relation to the attorney: a mediator is just a third party who helps the dispute parties to reach an agreement, and who has concluded an insurance contract in the amount of minimum 50,000 Euro.

The Law on mediation in force does not regulate the status of the mediators who has acquired this status according to the Law on mediation from 2006, and will not be licensed: it is obvious that without the license they are forbidden from practicing mediation, but they still have mediator certificate issued by the Macedonian Ministry of Justice. We believe that the legislator should prefer the solution similar to the regulations in some European Union member states with two-tier system of mediators.¹⁹² We believe that, in the case of North Macedonia, any solution different from this, will mean restricting the rights of the parties and mediators, which is opposite to the essence of the mediation itself.

4 Conclusion

Mediation is a structured process, not negotiation, not meeting or similar, which involves dispute parties and third neutral party – mediator with main task to help the dispute parties to reach an agreement. Accordingly, a mediator, his professional and individual characteristics and skills, have significant impact on mediation procedure. The most important conclusions of this study are given during the previous analyses. At the same

¹⁸⁷ Law on Civil Procedure, Official Gazette of the Republic of Macedonia No.79/05, 110/08, 83/09, 116/10 и 124/2015, art. 461 par. 2.

¹⁸⁸ Law on Civil Procedure, Official Gazette of the Republic of Macedonia No.79/05, 110/08, 83/09, 116/10 и 124/2015, art. 461 par. 3.

¹⁸⁹ Law on Civil Procedure, Official Gazette of the Republic of Macedonia No.79/05, 110/08, 83/09, 116/10 и 124/2015, art. 461 par. 4.

¹⁹⁰ Law on Advocacy, Official Gazette of the Republic of Macedonia No.59/2002, 60/2006, 29/2007, 106/2008, 135/2011, 113/2012, art. 39 par.8.

¹⁹¹ Law on Advocacy, Official Gazette of the Republic of Macedonia No.59/2002, 60/2006, 29/2007, 106/2008, 135/2011, 113/2012, art. 40 par.2.

¹⁹² For e.g. see: Slovenia-Zakon o alternativnem reševanju sodnih sporova [ZARSS] [Act of alternative dispute resolution in judicial matters] Uradni list No. 97/2009; Luxembourg-Code de Procedure Civileen Titre II – De la mediation [C. civ.], France- Code de procédure civile Title VI Mediation [C. civ.].

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

time, we cannot lose sight of the importance this study gives to the real picture about the status of mediators in the Republic of North Macedonia, for the first time in our country, which we found as serious gap in the literature and legal solutions, but also in practical discussions about the use of mediation in our state. We also give the special attention to the doubts relating the mediators' and mediation's basic question: who can perform mediation services remaining while the state emphasizes its efforts for increasing the use of mediation. We have also addressed issues relating mediators in our country *de lege ferenda*. In this regard, we strongly recommend that *lex retro non agit* and the acquired rights must be respected if we truly want to develop mediation and make people to believe and use mediation as dispute resolution method. But this North Macedonia experience could be useful for other states' decisions relating mediation. Namely, the main recommendation this North Macedonia experience shows is that, legislators should be mindful of what do both theory and practice suggest when it comes to the mediation policy choices and legal solutions.

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CURRENT AND EXPECTED EFFECTS OF COVID-19 PANDEMIC ON TURKISH COMMERCIAL LAW

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Abstract

The Covid-19 Pandemic can be described as a disaster with worldwide consequences. To date, approximately 5,000,000 people have lost their lives as a result of this disaster. During the first period of the pandemic, temporary measures were taken, and these measures also concerned commercial law institutions. However, it is inevitable to take permanent measures against the pandemic, since it is a fact that our post-pandemic life will definitely be different from our pre-pandemic life. This difference will bring along the regulations that will enable the digitalisation of commercial law.

1 Introduction

The Covid-19 Pandemic, which continues to affect all areas of social life, has also caused various measures to be taken in Turkish Law. Among these measures, interventions in commercial law draw attention. Undoubtedly, due to these measures, must be taken for public benefit, the pandemic's impact was tried to be minimised. On the other hand, the same measures caused the interruption of trade, which is the heart of the core of the economy, the functioning, decision-making mechanisms of companies. Although the related measures and, therefore, their effects are temporary, the new normal life to be followed after the Pandemic will undoubtedly be completely different from the normal life before. It will lead to the re-evaluation and regulation of the new normal commercial law institutions. For this purpose, the first part of this study will examine the measures taken in commercial law in Turkish Law against the Covid-19 pandemic. The second part will focus our views and evaluations regarding the possible and permanent effects of the new normal that will emerge on commercial law institutions after the Covid-19 Pandemic.

2 An Overview of the Reflections of the Covid-19 Pandemic Process in the Republic of Turkey

According to official statements, the first case of the Covid-19 Pandemic in Turkey emerged on 10.03.2020. Although it has been about 1,5 years, the Pandemic continues to show its effect in all areas of life. This field has extensive content with education, entertainment, culture, art, religion, sports competitions, public services, commerce, etc. As of 10.06.2021, it is forbidden to go out on the streets, parks and avenues between 22.00 and 05.00 on weekdays and Saturdays, and all day on Sundays. Cinemas, theatres and children's entertainment areas are closed. Sports competitions are partially followed by the spectators. Higher education continues to be carried out through distance education. Primary and secondary education has gradually started to transition from online education to face-to-face education. Places of worship provide services in a controlled manner.

The pandemic has made its impact felt in all areas of social life. One of these areas is the law. Hearings were postponed for 1,5 years and the courthouses operated minimally. Hearings and mediation meetings were held online. The pandemic process has also led to consequences in terms of legislation. The pandemic has led to changes in a wide range of legislation, from tax law to law of obligations, from administrative law to commercial law (Aksoy, 2020, p.47). The general character of these changes was that they were of a temporary nature. However, the fact that the process took longer than expected, it was not known how long it would last, and even the suspicion that the process would end ultimately also revealed the expectations regarding the permanent measures taken in the legislation.

The content of this study will focus on the changes made in the field of commercial law as a result of the pandemic process. In addition, evaluations of these changes will be made in chronological order and the consequences of these changes, especially for the future,

will be examined. However, I first must state that even if the pandemic completely loses its effect, life will never be the same as our pre-pandemic life. Our post-pandemic life will be able to return to the new normal at best, and our new normal life will have completely different priorities, sensitivities and characters from the old one. For this reason, even if the temporary changes made in the field of commercial law due to the pandemic come to an end, it will be inevitable to reorganise many commercial law institutions with different priorities and different essentials.

3 Effects of the Covid-19 Pandemic in the Field of Commercial Law

a. The Social Engineering Function of Commercial Law Regulations

The Covid-19 pandemic has shown its effects in all areas of social life and especially concerning trade. This situation is actual not only for Turkey but for the whole world. The restrictive measures taken due to the pandemic showed their effect inevitably first in business life (Tevetoğlu and Kel, 2021, p.71). Commercial activities were limited, workplaces were closed, the general assembly meetings of companies could not be held or were postponed. All these measures caused the decision-making mechanisms of real and legal persons engaged in trade to become dysfunctional and unable to earn profits. However, the commercial handicaps that emerged due to these restrictions led to crises both in sectoral and micro-macro scales. So both the legislator and the executive body mechanisms have tried to take some measures with legal frameworks to prevent the emergence of the crises mentioned or to minimize the effects of the crises already arising. In other words, they tried to take advantage of the social engineering function of legislation.

b. Commercial Law Regulations as a Precautionary Measure for the Covid-19 Pandemic

3.2.1 Canceling and Postponing of General Assembly Meetings of Joint Stock Companies and Private Limited Companies

On 20.03.2020, the General Directorate of Domestic Trade of the Ministry of Trade announced the measures taken regarding the pandemic process. These measures arise in relation to the general assembly meetings of joint-stock and private limited companies as well as to retail and wholesale sales. According to the statement made by the Ministry of Trade, it was possible to cancel

the ordinary general meetings of joint-stock and private limited companies, which were previously called for a meeting by the management bodies in accordance with the Turkish Code of Commerce and the company agreement, with the decision to be taken by the management bodies, without waiting for the general assembly to convene for the purpose of adjournment (Statement of The Ministry of Trade of Turkey Dated 20.03.2021.

<https://icticaret.ticaret.gov.tr/haberler/sirketlerin-genel-kurul-toplantilarina-iliskin-aciklama>). General assembly meetings in joint-stock companies and private limited companies have two types of general assembly meetings: ordinary and extraordinary.

Ordinary general assembly meetings are held within the first three months of the following year, while extraordinary general assembly meetings are held as and when needed during the financial year. It should be underlined that the general assembly meetings that were the subject of the injunction decision of the Ministry were only ordinary general assembly meetings. Extraordinary general assembly meetings were not considered in the scope of the measure. In my opinion, this was a shortcoming. Even if there was an extraordinary general assembly meeting, if the meeting had been called, the measure taken by the Ministry should have been valid for the extraordinary general assembly meetings as well. For this reason, the choice of the Ministry was not correct.

It is possible that the call for general assembly meetings is made by the board of directors, upon the initiative of each shareholder or minority shareholders, if needed, with a court decision. In the measure decision of the Ministry, only the ordinary general assembly meetings called by the board of directors were referred to. In my opinion, this was also a shortcoming because it is possible that ordinary general assembly meetings may be called by a court decision with the initiative of a single shareholder or minority shareholders under exceptional circumstances (TCC art. 410, 411, 412). It was not right to arrange that the general assembly meetings, which would be held at the convocation of the board of directors only, could be canceled with a precautionary decision. Still, those other possibilities were not included in the scope of the measure because the risks that emerged with the Covid-19 pandemic and the handicaps caused by these risks are valid in all probability, whether the general assembly is called by the board of directors or exceptionally by a court decision.

Although there is no exact or precise provision in the TCC regarding the postponement of the general assembly meetings, Article 28 of the Regulation on the Procedures and Principles of the General Assembly Meetings of Joint Stock Companies and the Representatives of the Ministry of Customs and Trade to Attend These Meetings regulates the possibilities of postponing the general assembly meetings. One of these possibilities is that the general assembly may decide to postpone it. Accordingly, it is possible to postpone the general assembly meetings convened in accordance with the Code and the articles of association by the decision of the general assembly before they are brought to the agenda in the general assembly. Of course, in order for the postponement decision to be taken, first of all, the meeting quorum condition must be met. In addition, it is not necessary to point out a reason for the postponement decision. So, in accordance with the precautionary decision taken by the General Directorate of Domestic Trade of the Ministry regarding the Covid-19 Pandemic, the general assembly meeting may be cancelled with a decision that the board of directors can take without the need for any other reason, without taking a decision to postpone the general assembly. One point should be underlined. For the board of directors, it is an option, in other words, a preference to cancel the general assembly that is already called for a meeting. The board of directors is not obliged to cancel the general assembly meetings (Çetinyılmaz, 2021). In this way, the Ministry has given joint-stock company boards of directors a wide and flexible authority in terms of making decisions and having initiative.

3.2.2 Convening General Assembly Meetings in Electronic Environment

In the statement dated 20.03.2021 made by the General Directorate of Domestic Trade of the Ministry of Trade, measures were also included for companies using the electronic general assembly system. According to this statement, the requirement to hold a meeting in a physical environment with the participation of the shareholders at a minimum level was abolished in order to prevent the spread of the Pandemic in companies that want to hold general assembly meetings. Instead, it was stated that the company's management bodies have discretion right to organise the meetings in an electronic environment without physical participation in the general assembly meetings.

Another measure taken regarding general assembly meetings in the electronic environment was about the companies that do not have a specific provision in their articles of association that allows electronic meetings to

be held (Özşar, Gülüm, Çay, Engin and Ulaşan, 2021, p.2). It has been made possible even for companies of this nature to hold the meetings they plan to hold within this period through the "Electronic General Assembly Meeting System" and the "Electronic Board of Directors System".

The fact that general assembly meetings can be held electronically is an essential change in the nature of reform brought by the TCC No. 6102. This reform, which is regulated in TCC article 1527, is not subject to all commercial companies' same principles or requirements. According to the type of each trading company, the conditions regarding the principles and form are regulated differently in order to hold both the board of directors and general assembly meetings electronically. In the precautionary statement of the Ministry of Trade dated 20.03.2020, it has been made possible to hold the general assembly meetings of all companies in a completely electronic environment, without making any distinction between the types of companies, even if there is no provision in the articles of association or company agreement. In my opinion, this interim measure is very accurate. As a recommendation, it should be possible for all companies to hold general assembly meetings electronically without distinguishing between company types, even after the end of the Covid-19 pandemic.

3.2.3 Postponement of Judgment Processes and Suspension of Timelines

Third measure taken in the field of commercial law during the pandemic process was realised with the Presidential Decision. With the Presidential Decision No. 2279 published in the Official Gazette on 22.03.2020, it was decided to stop the execution and bankruptcy proceedings carried out in the country, not to carry out party and execution transactions, not to execute the precautionary attachment decisions, to postpone hearings and mediation meetings, to stop the periods from 22.03.2020 until 30.04.2020. Undoubtedly, these measures are not only about the suspension of the judicial processes and their duration specific to commercial law (Güven, 2021, p.62). But of course, these measures have repercussions in case of commercial cases and disputes.

3.2.4 Retroactive Suspension of Periods of Judgment by Law

Another of the measures taken in the field of commercial law during the pandemic process was realized with Law No. 7226, which entered into force on 26.03.2020. In this law, there are provisions regarding the suspension

of the majority of the judicial periods retrospectively (Yıldırım, Milanlıoğlu and Çakan, 2020, p.5). Accordingly, all periods regarding the occurrence, use or expiration of a right, including filing a lawsuit, initiating enforcement proceedings, complaint, objection, warning, notification, submission and statute of limitations, periods of foreclosure; the periods determined for the parties in the Administrative Procedure Code, the Code of Criminal Procedure and the Code of Civil Procedure and the periods in mediation and conciliation institutions were suspended from the 13th of March 2020 until 30th of April 2020. Commercial lawsuits were among the suspended cases, and mediation negotiations and processes arising from commercial disputes were also included among the mediation negotiations. Undoubtedly, these measures were temporary and taken when the Covid-19 Pandemic first showed its effect. As Turkey's first reaction to the Pandemic, the measures only affected a short period time between 13 March and 30 April in 2020.

3.2.5 Update in Interest Rate

Fift measure taken for the Covid-19 Pandemic in the field of commercial law was realised with the Communiqué of the Central Bank of the Republic of Turkey. Communiqué No. 2020/10 titled “Amending the Communiqué on Maximum Interest Rates to be Applied in Credit Card Transactions (Number: 2016/8)” entered into force on 28.03.2020. With this Communiqué, the monthly maximum contractual interest rate to be applied to credit card transactions in Turkish lira was revised to 1.25 per cent, and the monthly maximum contractual interest rate to be applied to foreign currency credit card transactions were revised to 1.00 per cent. By amending the 5th article of the same Communiqué, the monthly maximum delay interest rate to be applied in Turkish lira credit card transactions was changed to 1.55 per cent, while the monthly maximum default interest rate for foreign currency credit card transactions were changed to 1.30 per cent. The existence of the risk that the restrictive measures taken due to the pandemic may cause problems in the collection of receivables, payment of debts and meeting financing needs caused the rates of economic returns of money receivables such as interest to be changed. Contrary to other measures, this change made with the Central Bank of the Republic of Turkey’s Communiqué is not temporary but permanent. With this feature, it has a different place.

3.2.6 Taking Precautions Regarding Profit Distributions

Another of the measures taken during the Covid-19 Pandemic process was about profit distribution, which was directly related to company law and, therefore, commercial law. The measure regarding dividend distribution was based primarily on a decision of recommendation. This recommendation was taken by the Ministry of Trade. The Ministry of Trade was addressing the Union of Chambers and Commodity Exchanges of Turkey with its recommendation dated 31.03.2020. In order to protect the equity of capital companies and to prevent malicious practices, the Ministry presented its recommendation on "not to be subject to distribution of previous years' profits, that the distribution amount should not exceed twenty five per cent of the net profit for the year 2019, and that the board of directors should not be authorised to distribute dividends" at the general assembly meetings of the capital companies to be held after the date of 01.04.2020, with the exception of companies that are subsidiaries of the state (Akıncı, 2020, p.215). This direction of the Ministry towards the Union of Chambers and Commodity Exchanges of Turkey and thus to the companies was only a recommendation and not binding. However, the legislator later made the content of this recommendation a binding rule by a specific Law (Aytuğar, 2020, p.405).

In line with the recommendation of the Ministry, Provisional Article 13 was added to the Turkish Commercial Code with Law No. 7244 published in the Official Gazette dated 17.04.2020. With this regulation, the authority of the general assembly to dispose of the annual profit was limited. According to this provision, in capital companies, only up to twenty-five per cent of the net profit for the year 2019 could be decided to be distributed until 30.09.2020, previous years' profits and free reserves could not be subject to distribution, and the general assembly could not authorise the board of directors to distribute dividends. State, special provincial administration, municipality, village and other public legal entities and companies in which more than fifty per cent of the capital is owned by the public funds, directly or indirectly more than fifty per cent of the capital, were exempted from these restrictions. The Presidency was authorised to extend and shorten the period specified in this temporary article 13 by three months. As a matter of fact, the Presidency extended the duration of the dividend distribution limitation of the general assembly from 30.09.2020 to 31.12.2020 by using this authority with the Presidential Decision No.

2948 published in the Official Gazette dated 18.09.2020. This limitation expired on 31.12.2020. As of January 01, 2021, it has now become possible for capital companies to distribute previous years' profits and free reserves and authorise the board of directors to distribute dividend advances.

3.2.7 Change in Banking and Insurance Transactions Tax

Seventh measure taken in the field of commercial law during the Covid-19 Pandemic concerns the banking and insurance sector (Çoşkun Karadağ, 2020, p.406). The Decision of the Presidency No. 3031 was published in the Official Gazette on 30.09.2020 and entered into force. This decision was about Banking and Insurance Transactions applied in foreign exchange purchases (Arabacı and Yücel, 2020, p.202). With the decision, the Banking and Insurance Transactions Tax rate has been reduced from 1 per cent to 2 per thousand as of 30.09.2020.

3.2.4 Suspension of Submission and Execution Proceeding Periods for Bills of Exchange

The latest measures taken in commercial law during the Covid-19 Pandemic process is Law No. 7318, which was published in the Official Gazette dated 30.04.2021. In this Law, the submission and execution proceeding periods for bills of exchange were suspended. According to this Law, the submission of checks whose submission period was between 30 April 2021 and 31 May 2021 was prohibited. It was necessary to wait until 1 June 2021 for the submission of the said checks. As a matter of fact, these checks could be presented within the remaining submission period after June 1, 2021. Execution and bankruptcy proceedings would not be initiated, provisional attachment decisions would not be given, and the proceedings that had started would cease for the receivables based on bills of exchange, which were due between April 30, 2021 and May 31, 2021 (Yılmaz, 2020, p.26). Why did the legislator envisage this measure only for the execution proceedings arising from bills of exchange? The initiation of enforcement and bankruptcy proceedings for receivables arising from all bills of exchange, the issuance of precautionary attachment decisions were prevented, and the enforcement proceedings that had already been initiated were stopped. No distinction was made between bills of exchange for these measures. However, why was it only forbidden to submit the cheques? A direct intervention was made in the legal regime regarding the submission, payment and collection of the cheque, which is a type of bill of exchanges, which has an economic function as a payment instrument and has a vital role in shaping the

money volume in the balance of payments, without giving any information and without taking the opinions of the actors of the sector or academicians. Is this preference and approach compatible with the ideal law-making technique? It is not possible to give positive answers to these questions. For this reason, it is not the correct method for the legislator to intervene in bills of exchange with a populist approach just in order to postpone the economic risks that may arise from the Pandemic measures to be taken by the political power.

c. Evaluations and Suggestions

Thus, we have examined the legal regulations, which are mostly temporary during the pandemic period of approximately 1,5 years, in chronological order by limiting them to those related to commercial law. My first determination about these measures is that the legislator and other legislative drafters have taken these measures without any systematic order, without planning, without asking opinions and information from the academic circles even though it was required to prepare them in a short time. Have these measures been successful? Did they give positive results? To answer, these questions, it is necessary to observe and follow up on the long-term consequences of the Pandemic on the Turkish economy and commercial life. However, we need to determine that the method followed in taking the measures deserves criticism. Among these measures, which were urgently taken to meet daily needs in accordance with their temporary nature, especially the one related to holding general assembly meetings on the electronic platform, is suitable to leave lasting effects. In order to achieve the goal of following electronic and technical developments, which is a requirement of the information society principle indicated in the justification of the Turkish Code of Commerce, the general assembly and board of directors meetings of capital companies should be held on digital platforms. It should be possible to hold the general assembly and board of directors meetings of all types of capital companies on a digital platform without any restrictions. Digitalisation should become more effective in all company and commercial law areas (Alankuş, 2021, p.110). It should be ensured that bills of exchange can be issued and processed electronically. In order to provide the transparency of capital companies, the obligation to set up the website should be made applicable to all capital companies without discrimination. Required studies should be started in order for companies to be established in the digital environment and for the e-company phenomenon to gain validity (Tevetoğlu and Kel, 2021, p.70). Despite all its

handicaps, the pandemic process can be considered as an opportunity for commercial law. This opportunity exists for commercial law institutions that are most suitable for electronic transformation and digitalisation. For the digitalisation of commercial law, the transformation of commercial law can be realised with the joint and, of course, systematic work of doctrine, judicial authorities and practitioners.

4 Conclusion

Turkey is one of the countries where the Covid-19 Pandemic, which has affected the whole world, is felt most significantly. Population density and the country's strategic geopolitical position are among the reasons why Turkey has been so affected by the pandemic. Law and especially commercial law have had their share of this effect. Thereupon, the legislator and other law creators took the initiative and made changes in the legislation, mainly of a temporary nature. These changes include unsystematic legal measures. However, there is one of these measures, which, in accordance with the justification of the TCC numbered 6102, allowed the general assembly and board of directors meetings to be held entirely in the electronic environment. This regulation contains a change that needs to be made permanent. As a requirement of the information society service principle indicated in the justification of the TCC, holding the board of directors and general assembly meetings entirely electronically should be continuous for all types of capital companies. Thus, an important step would be taken for digitalisation and electronic transformation in commercial and company law.

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Management

ANALYSIS OF BENEFITS AND RECOGNITION PROGRAMS AWARDS ACCEPTANCE BY THE FOOD INDUSTRY ORGANIZATIONS IN NORTH MACEDONIA

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Abstract

Human resource management want to keep, attract and improve human capacity of the organization; therefore, human capital should be permanently stimulated by many forms of the rewarding system at all. Competitive environment imposing companies to compete with any forms of rewarding elements (benefits and recognition) to attract high-quality staff and provide long-term retention. The interest of the paper is to investigate the effectiveness of compensation structure (benefits and recognition programs) on job satisfaction and determining the most preferences among employees in food industry in North Macedonian context. In terms of preferences, the highest ranked were: Higher salary, 13th salary, bonuses, good and fair manager, promotions on higher job position, working conditions (working hours, equipment, etc.), offering companies products with discount, financing recreational and sports events; while in **the last ranking**: one-month free training, academic trips (seminars), trainings abroad, business car, phone or laptop, extended vacation, praise and recognition. This shows the tendency that only material / monetary benefits are preferred in the food industry because of the lack in meeting their primary needs. Furthermore, this paper gives an insight information how to create and implement benefits and recognition programs on the way to improve job satisfaction to the food industry companies. These results warrant caution to all sectors to pay more attention on benefits and recognition

Keywords: Benefits and Recognition Practice; Satisfaction of Employees; Food Industry; Work Motivation;

1 Introduction

Changeable business environment imposes companies to use any forms of rewarding components, especially benefits and recognition programs to attract staff and maintain competitive advantages. Wide range of benefits for the employees is one of the strategies that

organizations use to achieve competitive advantage in the labor market. Companies package of benefits mostly are tailored to the budget rather than the employee's needs or preferences. Therefore recently, researchers and practitioners are trying to reformulate the ability of rewarding programs to match the preferences of diverse employees needs and organization's strategic priorities. (S. E. Jackson, 1993)

The problem with high turnover rate and stimulating innovation and productivity, organizations use many forms of benefits and recognition programs to attract and retain quality labor force. (Balkin and Gomez-Mejia, 1984). The orientation focused only on one type of compensation - monetary rewards ignores a broad array of alternative group-based, organization-based, and nonmonetary rewards - benefits and recognition. (Gerhart and Milkovich, 1993) Therefore we aimed to taking into consideration employees' perceptions on which element of benefit/recognition programs prefers mostly because relying only to the monetary rewards may provide obvious positive consequences, but at the same times they are also prone to causing substantial negative "side effects."

2 Literature Review of Benefits and Recognition Awards

Managers believe that rewarding programs produce benefits to an organization through to the assumption that organizations always should reward individuals who behave in desired way for organization. Rewards helps to achieve organizational goals by enhancing motivation and satisfaction of each individual employees. Furthermore, rewards differ in their potential to motivate individuals depending on the different perspectives, values, and experiences. (Zheng, Harris, Liu, and Kirkman, 2016). **Compensation is a complex topic that has significant impact on organizational success** (Dessler, 2005). Compensation as a concept according to (Bernadin, 2007) refers to all forms of financial returns and tangible benefits that employee receives as part of employment relationship.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

According to Cascio (2003), the objective of the design of compensation program is divided into two parts - direct and indirect forms of compensation. Direct compensation has to do with wage and / or salary aspect while indirect compensation is the fringe benefits a worker enjoys as a result of working in an organization.

Gomez - Mejia, Balkin and Cardy (2006) view employee compensation as comprising of base pay and fringe benefits. Base pay or cash pay is the direct pay provided by employers for work performed and these include salary, overtime pay, shift allowance, uniform allowances and pay contingent on performance like merit awards, incentive pay, bonuses and gain sharing while fringe compensating include required programs such as social security, health benefits, pension plans, paid time off, tuition reimbursement, foreign service premiums and so on.

Employee benefits have always been an important element of the overall compensation package in the organization. This focus on maintaining or improving the quality of life for employees and providing a level of protection and financial security for workers and their family members. (Noe, Hollenbeck, Gerhart and Wright 2003; Switzer, 2004). Benefits include: In service training, social security, health care, child care, life and disability insurance programs, time off, pension, on campus accommodation, foreign service premiums, retirement plan, annual increment, transportation, vacation policies, reversal of wrong done, promotion, conferences/workshops, holidays, flexible working hours and individual days off (Cascio, 2003). Employees always invest their effort and energy only if they see benefits and rewards that compensate them.

a. Benefits Programs

Benefit program designers base their decisions on what other companies do, what is allowed by law, how much such benefits cost, and how they will be administered and managed. Therefore, if benefit programs are not implemented as they are planned, then they are classified as unnecessary or undermine the credibility of executive managers and the organization as a whole. Especially, when a company has limited resources for benefit programs it should not pursue large unnecessary benefits, but a well-prepared plan, how to use the amount in the most efficient and rational way to meet the basic needs and requirements of employees.

b. Recognition Programs

Always is necessary to pay attention to the process of designing and delivering awards at the right time, for the

right work, in the right way, and for the right person. Recognition programs should be seen as a particularly important element in the entire reward system, because it has a huge impact on human behavior at and outside work. Therefore, the process of developing and planning recognition programs is very much related to the human nature, which is complex and unpredictable. Every human being lacks a sense of recognition because human life is a struggle to be the best and everyone carries an identity, ego, desire and need to prove themselves in front of others, like a self-affirmation. Therefore, in order to have a great impact, recognition should be delivered as individual awards or special recognition, and should be real, currently and publicly expressed. **Employee Recognition Programs.** Employee recognition efforts are designed to validate and encourage contributions made by individuals or teams in their workplaces. These programs are specific because they are tailored to the needs of the employees like: Thanksgiving notes, certain bonus programs, thanksgiving gifts (example: tickets, dinners, certificates, etc.); or **Team celebration programs** designed to recognize the performance of teams or groups (Special prize, dinner, certain group celebrations; and **Achievement Clubs** programs for special trainings, Quality improvement teams etc.

Recognition programs always are relatively easy to design, but very difficult to implement in a consistent and effective manner. The general consequences of recognition programs can be: positive, negative and extinction consequences. **Positive** consequences tend to increase the number of occurrences (frequency) of certain behaviors, while negative consequences tend the opposite, to reduce the frequency of certain behaviors. **The negative** consequences work according to the principle, i.e., the threatening phrase "do this or this will happen to you...". This kind of management lead to high levels of employee coercion, apathy, disobedience, high tension, dissatisfaction and untrust to the whole organization. **Extinction** is a lack of anticipated consequences and low pay attention to the employee. In other words, the individual receives low feedback, affirmation or criticism of his behavior. These consequences are harmful because the employee sees that is no attention for his results and his work in general.

c. Outcomes and Behaviors from Recognition and Benefits

In the business world, the pressure on employees to work longer hours and work on weekends to meet the deadlines set by clients is growing, but as a result, the

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number of organizations provides various motivation programs and compensation for lost work weekends, extra effort and other employee sacrifices. Therefore, there are four types of positive consequences that are used as a tool to recognize the desired outcomes and behaviors, namely: (Thomas B. Wilson, 2003);

1. **Verbal / social** consequences are the things that are said or done to bring individuals or groups in a position to feel valued for successfully performed actions or things. The challenge is to ensure that the recipient can recognize the value or success of the contribution, that is, whenever any effort is acknowledged, the individual or group can be clearly identified and valued for the great value of such tasks.

2. **Materially symbolic**, these awards are given in recognition of important achievements or contributions to the company. Therefore, the material forms are a challenge from the aspect of the recipient's perception of the material recognition, i.e., it should provide a value that is significant for the recipient. Rewards should always be significant and consistent with the level of work performed by employees.

3. **Work-related acknowledgments**. These are rewards related to the tasks, responsibilities or quality of the workplace and are given as a token of appreciation for some accomplishments. These include: promotion, change of job title or higher pay, greater job autonomy, participation in decision-making boards, tasks that are of great interest to individuals or groups, and the provision of resources and equipment needed by employees.

4. **Money-related rewards**. These awards have an immediate financial influence for the employees and are given as a sign of gratitude and satisfaction for some achievement. Most often, monetary recognitions are used only as substitutes for multiple individual verbal / social forms of reinforcement. The risk of over-reliance on gifts or rewards based on cash creates an organization in which only material transactions made within the firm are valued. People take action only if they see potential rewards.

3 Importance and Research Methodology of Paper

Benefits and recognition programs can influence employee motivation that are in function of improving

job performance. This mean that satisfy employee can be more creative, committed and productive on the way to fulfilling organizational goals. Benefits and recognition programs can help the entire system to motivates people and satisfies their economic, social and psychological needs by making them feel valuable, meaningful and respectful. As a result, level of job satisfaction is influenced by human beliefs and expectations from leadership style, work condition, opportunity for learning and development, safety at work, working culture and others. (J. Tropman, 2001).

Objectives of the study is to understand how practically functioning the benefit programs in food industry organizations by identifying the various forms of benefits provided by employers on the food industry organizations. Results from a survey of 132 employees from food industry composed by 36 questions will be presented in percentages in a single chart to be more clearly and comparable. Surveys were divided in two parts for employees and managers. The principles applied in those studies were applied to a local case, namely a local food industry company.

To achieve the objectives of the study were developed two main research questions:

- a. What types of benefits use the food industry organizations and what is more acceptable from employees' side?
- b. Ranging employee preferences from certain elements of the of benefits and recognition programs that are implemented on the food industry organizations?

Through the information received, we propose ideas, suggestions and criteria for successful development and implementation of a benefit and recognition system that will influence to improve satisfaction of employees. Also, this kind of information will help to understand problems and to choose the way how to create and implement a successfully benefits and recognitions program.

4 Findings and Results

Nr	Questions	Employees	%	Managers	%
1	Age	35-44 year	31	25-34 years	31,9
		45-55 year	28	35-44 years	31,9
		above 55 years	28	above 55 years	25
		25-34 year	12	45-55 years	11,4
2	Gender	Male	53	Male	66
		Female	46	Female	34
3	Education	Secondary Education	65	High education	71,6
		High education	26	Secondary Education	20,5
		Primary Education	8	Primary Education	6,8
4	Marital status	Married	71	Married	77
		They are not married	28	They are not married	23
5	Motives why employees go to work	To improve standard of living	40	My job improves my standard of living	61
		I have to earn	35	They love their job	31.8
		I love my job	21	I go to work because I have to earn	18.2
		My job creates satisfaction	8	My job creates satisfaction	2.3
6	Right now, the work environment makes me feel	Creative	38	Creative	57
		Happy	32	Happy	34
		Indifferent	14	Passive	9
		Passive	10	Frustrated	4.5
		Frustrated	5	Indifferent	2.3
7	How satisfied are you with the job itself	Satisfied	41	Satisfied	48
		Average	28	Average	27
		Quite satisfied	19	Very satisfied	14

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

		Very satisfied	10	I am quite satisfied with everything	12
		I am not satisfied at all	2%		
8	How satisfied are you with the evaluation of your knowledge, skills and hard work in the workplace	I am sufficiently satisfied	41	I am sufficiently satisfied	46
			26		32
		Moderately satisfied	12	Moderately satisfied	14
		Slightly satisfied	11	Very satisfied	7
		I am not satisfied at all	9.8	Slightly satisfied	2.3
		Very satisfied		I am not satisfied at all	
9	What types of benefits do you receive in your organization?	Individual insurance;	33	Company car and gasoline	39
		Reduction of the prices of the products and services of com;	27	Subsidized meals, payment of bills, clothing accessories, loans	32
		Subsidized meals, clothing accessories, loans;	3	Individual insurance	27
		Company car and gasoline;	3	Reduction of prices of the company's products are	21
		They did not answer	50	Fitness and recreational sports events	2.3
Question only for Employees					
%					
11	How you feel in terms of workplace development	My development is going up		52	
		Stay in the same place		45	
		We do not develop, on the contrary we go back		0.8	
		Not answer		2.3	
12	Is the current compensation system fair?	YES		45	
		NO		45	
		They did not answer		10	
13	Are you satisfied with the current salary	NO		51	
		Yes		45	
		Not answer		4.6	

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

14	Would you recommend a friend to work for the same company	YES NO Not answer	72 20 8	
15	I believe I am being treated as a valuable member of the company	I totally agree I agree to some extent Somewhat I do not agree with everything Strongly disagree Not answer	39 39 15 0.8 6	
16	I feel free to give suggestions for improving the working processes	I completely agree I agree to some extent Somewhat disagree Strongly disagree Not answer	42 32 13 9 5	

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

17	I receive the right training to do the job effectively	I completely agree I agree to some extent Somewhat disagree Strongly disagree Not answer	54 28 9.2 1.5 7.7
18	If I have a question, I feel free to talk to my supervisor or senior managers	I completely agree I agree to some extent Somewhat disagree Strongly disagree Not answer	55 22 6 10 6.9
19	I feel that this company gives me security in my work	I completely agree I agree to some extent Somewhat disagree Strongly disagree They did not answer	56 19 8.5 7 9.2
20	I am satisfied with the valuation of my knowledge	I completely agree I agree to some extent Somewhat I do not agree I completely disagree Did not answer	32 34 15 11 9.2
21	The physical conditions are good and they meet my needs	I completely agree I agree to some extent Somewhat disagree Strongly disagree Did not answer	42 23 18 6.2 11

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

22	Relationships with superiors and managers are excellent	I completely agree	45
		I agree to some extent	29
		Somewhat disagree	7.7
		Strongly disagree	8.5
		They did not answer	11
23	What motivates managers the most	The workplace itself	71
		Salary and bonuses	18
		The middle	11.4
		Motivated by superiors	9
		Rewards and travel	4.5
		Other	7
		Colleagues	2.7
24	Are you satisfied with the current salary	YES	61,4
		NO	38,6
25	Are there any types of long-term equity-related incentives?	NO	86,4
		YES	13,6
26	Are you satisfied with the types of benefits provided by the company	NO	61,4
		YES	38,6
27	Does the company encourage trainings for manager development	YES	61,4
		NO	38,6
28	Does the company provide promotion and career development for its managers	YES	52,
		NO	43,2
29	Do you characterize your company as safe and secure for the future	YES	77
		NO	23
30	Is the job itself a barrier to future development for managers	NO	63,6
		YES	31,8
31	Do you receive any kind of recognition	NO	68
		YES	32

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

32	Do you think your job is interesting and challenging	YES	86,4
		NO	9
33	Does the company share part of the company's profits with managers	No	79,5
		Yes	20,5
34	How are bonuses targeted or based on food industry companies	No bonuses	31.9
		Team or organizational bonuses	22.8
		Individual performance bonuses	20.5
		Both together	11.4
		They did not answer	13.6
35	Which reward mix is applied in food industry organizations:	Basic salary	36.4
		Variable payments	13.7
		Bonuses	13.7
		Recognitions	6.8
		Others	1
		Not respond	9
36	Is the company paid according to performance or participation in the work	Equally according to the participation in the work	36.4
		According to performance	25
		Other	18.2
		Not answer	20.5

From the table we can see that demographic profile of employees in the food industry are: average age are 35-44 years, finished high school, married, motives for going to work is to improve living standards and feeling creative, happy and satisfied with the work they do. Furthermore, 67% of the employees feel satisfied with the evaluation of their knowledge and skills that they show at work. Regarding to the question about the types of benefits that they receive, approximately 50% of respondent have not responded. This indicate that employees of food industry do not have enough knowledge about the types of benefits. The most popular types of benefits they receive are: individual health

insurance and discounts on the company's product prices.

Perception from employees in the food industry organization of having development (promotion) or stagnating in the same place; sufficiency and fairness of the payment system; evaluation as a valued member of the company; having the possibility of giving suggestions to improving work processes; evaluating the knowledge of employees are divided into 50% of employees that think positive (offered) and other 50% negative (not offered).

On the other hand, employees do not get: job recognitions (thanksgiving), long-term capital rewards

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

(shares), profit sharing, bonuses as types of rewards at work. In most cases only the base salary is allocated, variable payments and bonuses are in very limited. In terms of preferences in the ranking of different types of benefits from the employees in the food industry, the highest ranked are: Higher salary, 13th salary, bonuses, good and fair manager, promotions on higher job position, working conditions (working hours, equipment, etc.), offering companies products with

discount prices and financing recreational and sports events for employees, flexible working hours, while in the last ranking are: one-month free training to improve your skills, academic trips (seminars), trainings abroad, business car, phone or laptop, extended vacation, praise and recognition. This shows the tendency that only material / monetary preferences and rewards prevail in the food industry because of the lack in meeting their primary needs.

5 Criteria and Suggestions for Successful Implementation of Recognition Programs

In order for recognition programs to be successful and effective, several important criteria or principles need to be met throughout the process of designing and implementing recognition programs. Criteria for success of recognition programs are: Honesty, timely, understandable, designated for the individual, funny.

- Rewards always should be given in an honest way, with gratitude and from the heart. Employees can easily see that they have been manipulated and quickly conclude that all acknowledgments are intended to meet some corporate requirements and goals.
- Rewards should be provided as soon as possible, tracking achievements and contributions.
- Comprehensibility by individuals. Employees need to understand the reasons why they receive such rewards.
- Individualized. The most important thing in the process of awarding recognitions is that the awards and recognitions should be significant for the performers.
- Fun. Recognitions should be fun, easy to apply and have maximum impact and lasting value. Defining what is fun varies greatly from individual to individual, but also between organizations.

6 Conclusion

Benefits and recognition are a challenging issue for the management of any organization. Benefits and recognition are a strong variable that ensures the long-term sustainability of an organization by enabling it to distinguish itself from its competitors. Organizations with lot of types and tailored benefits and recognition for employees create a supportive working culture that

reflect for better condition to retain committed employees. Through the benefits and recognition preferences increase job satisfaction, employee's commitment and willingness to stay for a longer period of time. An important finding of this study is that employee job satisfaction is mediated by offering preferred benefit and recognition programs, which is an important part of organizational life. Also, employees of food industry do not have enough knowledge or are unawareness about the types of benefits. The most popular types of benefits are: individual health insurance and discounts on the company's product prices. Perception of having development (promotion) or stagnating in the same place; sufficiency and fairness of the payment system; evaluation as a valued member of the company and their effort/knowledge; having the possibility of giving suggestions are divided into 50% of employees that have a positive perception and another 50% do not. Also, they do not get a job recognition (thanksgiving), long-term capital rewards (shares), profit sharing, bonuses. In most cases only the base salary is presented, variable payments and bonuses are in very limited sum.

In terms of preferences in the ranking of different types of benefits from the employees in the food industry, the highest ranked are: Higher salary, 13th salary, bonuses, good and fair manager, promotions on higher job position, working conditions (working hours, equipment, etc.), offering companies products with lower prices and financing recreational and sports events for employees, flexible working hours, while in the last ranking are: one-month free training to improve your skills, academic trips (seminars), trainings abroad, business car, phone or laptop, extended vacation, praise and recognition. This shows the tendency that only material / monetary preferences and rewards prevail in the food industry because of the lack in meeting their primary needs. From the results showed that there is a positive relationship between the offer benefits / recognitions and job satisfaction/organizational commitment. With this paper food industry companies

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

gain an insight information how to create and implement benefits and recognition programs on the way to improve job satisfaction.

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ADDRESSING INSTITUTIONAL LEADERSHIP IN CRISIS CONTEXT: A SYSTEMATIC LITERATURE REVIEW

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Abstract

Institutional leadership as a different especially value-focused leadership approach has not been addressed in detail and understood fully to date. In Selznickian meaning this type of leadership is devoted to value creation for, infusion them into the organizations and institutionalization of those values. According to Selznick, institutional leaders are expected to be senior managers of organizations in practice and only through value work these type of leaders may be able to laden their organizations with values and to manage exceptional issues efficaciously.

By using a systematic literature review approach on existing scholarly works, as a novel instrument in this vein, current study aims at finding answers for these questions: How has the concept of institutional leadership been defined and conceptualized in the literature with a crisis lens? How is institutional leadership being used and implemented in crisis situations? What outcomes and impacts are attributed to institutional leadership after crisis situations? To this end, we followed the PRISMA method for conducting our systematic review. This method involves four phases: identification, screening, eligibility and inclusion. For data collection two major databases (JSTOR and googlescholar) were reviewed carefully and systematically for publications on this topic.

We found different definitions of institutional leadership, various strategies of institutional leaders in crisis situation and final outcomes of institutional leadership processes in the literature.

Keywords: Institutional Leadership, Value, Value Work, Crisis, SLR.

1 Introduction

The new century has brought an upsurge of international terrorism, but also a creeping awareness of new types of contingencies [...]. In times of such situations, citizens

look at their leaders: presidents and mayors, local politicians and elected administrators, public managers and top civil servants (Boin et al. 2005). Essentially, the necessity to intervene crisis and sweep its negative effects should be undertaken by public leaders since there will be an expectation in citizens' side in this direction to do their utmost to keep them out of harm's way (Boin et al. 2005) and citizens may hand over power to leaders for this aim (Nye, 2010).

Actually, crises that beset the public domain –this may happen at the local, regional, national, or transnational level- are an occasions for public leadership (Boin et al. 2005). It is obvious that public leaders should have a special responsibility to help safeguard society from the adverse consequences of crisis (Boin et al. 2005), and must make critical decisions (Boin & Christensen, 2008) in this direction.

The field of public administration and policy research has little patience with leadership-based explanations (Boin & Christensen, 2008). At the same time, they have also remained largely silent about the nature or existence of institutional leadership. Hence, it can, at first sight, be claimed that Selznick's leading actor, institutional leaders, appears to remain frozen in the 1950s (Kraatz, 2009). There is a need, in this era, to relate values to work, which can only be performed by institutional leaders, and agency of leaders as well as various groups of organizational actors (Askeland et al. 2020).

With this study we aim to unpack institutional leadership, and by this way address its effect and role on crisis situation.

- How has the concept of institutional leadership been defined and conceptualized in the literature with a crisis lens?
- How is institutional leadership being used and implemented in crisis situations?
- What outcomes and impacts are attributed to institutional leadership after crisis situations?

2 Literature

When organisations encounter a crisis, the most senior executives are at the spotlight and have responsibility to lead the organization to safe grounds (AlKnaawy, 2018). Selznick (1957) puts forth that the only leaders who attempt to create values for, infuse them into the organizations and institutionalize them as a political actor are senior managers of organizations. Selznick (1957), in this sense, defines leaders as a defender and steward of the living social entity, and, in an abstract meaning, as a type of work that occurred in response to particular problems.

And according to Selznick (1957), leaders need energy provided by emotional identification with the organization that may increase day-to-day effort and, especially, be summoned in times of crisis or threat. In the same vein, the administrator in Selznickian meaning becomes a leader as he begins to concern himself with defining the institution's mission and values, with creating structures that embody these values, and with ensuring the institution's adaptation to changing circumstances (Selznick, 1957).

Selznick's leader, in this direction, is in large part just an administrator who understands the sociological and political complexities of the institution and acts accordingly (Kraatz, 2009). Actually crises and sudden changes are also opportunities for managers and leaders to perform strategic values work that is guided by their interests. For those situations, rules are not enough; values need to be re-negotiated when the situation demands it (Sirris, 2020). Essentially, working with values in workplaces involves probing why people work and behave the way they do (Askeland et al. 2020).

3 Methodology

3.1 Data Collection and Analysis

A systematic literature review approach has been contacted in the direction of our research questions and

aim(s) of our study. Systematic reviews aim to be comprehensive in their coverage of the literature, to pay careful attention to the quality of included evidence, and take a clear, systematic approach to the synthesis of the data (Victor, 2008). We followed the PRISMA method for conducting our systematic review. This method involves four phases: **identification**, **screening**, **eligibility** and **inclusion** (Mengist et al. 2020).

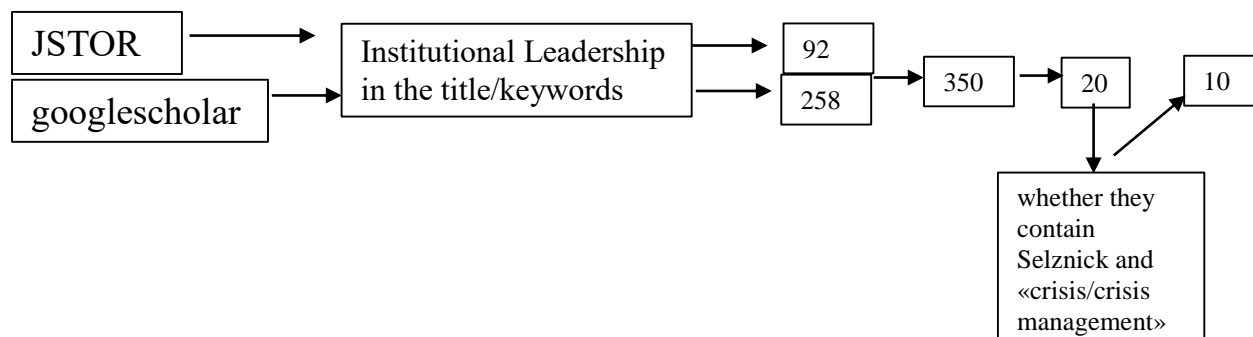
We aimed, in this direction, to collect relevant data from two major databases (JSTOR and googlescholar). Under the roof of these databases we intended to capture and review all of the eligible studies that were germane to «institutional leadership» in crisis situation.

In inquiry on databases, we used «institutional leadership» as keyword to find all publications. For this aim, we used five search parameters:

- 1- the keyword should be in the title and/or keywords of the publication
- 2- the main domain of the query was social sciences
- 3- only publications in English were considered
- 4- only scientific publications were included
- 5- the publications from 1957 to the present were included

After collecting 360 publications on institutional leadership, we screened all of them carefully by using some keywords such as «Selznick» and «crisis». If there is no sing in the scope of both these terms we neglected the publication under our review. In each publication, institutional leadership definitions, role during crisis situation and outcome of its processes were coded, if possible.

At a final point, appropriate passages were derived from texts and provided under relevant titles.



4 Findings and Discussion

4.1 Definition of Institutional Leadership with a Crisis Lens

According to Selznick, institutional leaders are those who create value for, and infuse them into the organizations. Along with these, they must adeptly attempt to institutionalize those values (1957) since crisis is often about degeneration values (Brookes, 2014). Hence, «institutional leader», according to Selznick, «is primarily an expert in the promotion and protection of values» (Selznick, 1957).

When considering crisis management, these leaders provide an «emotional identification with the organization [for members of organization] that creates sources of energy that may increase day-to-day effort and, especially, be summoned in times of crisis or threat» (Selznick, 1957). In this way, organizational members exert effort on behalf of community, to defend it when threatened, and to advocate on its behalf (Besharov & Khurana, 2012). When Selznick recognized and acknowledged that such identification facilitates the accomplishment of an organization's technical objectives, he also emphasized the moral role that values and meaning play in organizational life (Besharov & Khurana, 2012). Hence, Selznickian leaders should cultivate integrative solutions that accomplish both the technical and institutional. Because leadership is of special importance in critical situation such as crisis, and that it may then require personal characteristics suitable for dealing with a crisis situation (Grasham, 1965).

Leaders, for this aim, transcend their narrow administrative role and technical functions to see organizations as underpinned by core-value structures (Lawrence et al. 2009). In fact, Selznickian leader is also an effective organizational politician (Kraatz, 2009). Because of this, he/she should be able to behave in a way that must contain different manoeuvres since getting public bureaucracies to adapt to crisis circumstances is a daunting task itself (Boin et al. 2005). To this end, institutional leaders help create a vision for an organization around which its members can rally and focus their attention on safeguarding a firm's distinctive values and identity from internal and external threats (Selznick, 1957).

4.2 Institutional Leadership in Action in Crisis Situations

According to Selznick (1957), the maintenance of institutional integrity and the infusion of meaning into

organizational life is a moral obligation of leadership. Because, under situations like crisis, actors committed to the status quo will continue to try to use dominant understandings to structure action as long as they can (Fligstein, 1997). To this end, institutional leaders help create a vision it may facilitate to overcome crises, and sweep their negative effects.

In addition to this, sense-making in crisis or unexpected, non-routine situations (Maitlis & Sonenshein, 2010) is also an non-negligible role for institutional leaders they should undertake. Leaders must, in this meaning, work with «natural» materials and recognize their limits and potential. They must find values that are «latent» not just in the organization but also in human experience more generally, and then make these latent values manifest to organizational members (Besharov & Khurana, 2012).

As Selznick's writings in «The Moral Commonwealth» emphasize, leaders should seek to discover and articulate existing values that are meaningful to organizational members and society at large, not to create new meanings from whole cloth (Besharov & Khurana, 2012). Askeland et al. (2020), in this regard, claim rightly that organizations focusing on values work tend to use these values to improve their practices and quality of services and further they aim to use these values to bridge everyday practices with organizational purpose since values considered key determinants of attitudes, work behaviour and decision-making. These type of qualities might be required in times of crisis since under such circumstances the very aim of any organization is to survive. Institutional leaders are in the front line of this battle (King, 2015) as a guiding hand (Selznick, 1957).

Another role of institutional leadership is to manage the interrelated and often contradictory demands that arise from dual nature of organizations as technical and institutional systems (Besharov & Khurana, 2012). In any crisis situation, the administrator/politician becomes a leader as he/she begins to concern himself (at least outwardly) with defining the institution's mission and values, with creating structures that «embody» values, and with ensuring the institution's adaptation to changing circumstances (Selznick, 1957; Kraatz, 2009).

4.3 Outcomes of Institutional Leadership after Crisis Situations

Outcomes of institutional leadership processes can be accumulated under the title of organizational integrity. Institutional leaders provide integrity by creating values and meaning for organizations as a whole, in turn, protect it as if it was his own (Selznick, 1957; Kraatz,

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

2009). According to Selznick (1957) institutional integrity may be at risk in any number of organizational decisions, particularly those he labeled as «critical» ones. Through this way, institutional leaders create also emotional identification, so that, member of organizations can be bound to the organization and to one another finally defend organization (Besharov & Khurana, 2012).

Additionally, these type of leaders also focus on different strategies towards institutionalization of values created by them. It means institutionalization, like values, is also an outcome closely related to institutional leaders and those leaders are the key agents of that process (Lawrence et al. 2009).

5 Conclusion

Institutional leadership is a key agent to overcome crises in organizational context by virtue of its value focused nature. In this meaning, scholars and practitioners should shed light on this conception in particular to overcome crises, and sweep their negative effects.

In addition to these, they should also be a guardian of institutionalization processes.

Finally, in crisis situations institutional leaders attempt to save integrity of institutions by performing values work. For this aim, they should adeptly create emotional identification of members with organization.

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Philology

YABANCI DİL OLARAK TÜRKÇE ÖĞRETİMİNDE ARABULUCULUK KAVRAMININ YERİ VE ÖNEMİ

THE PLACE AND IMPORTANCE OF THE CONCEPT OF MEDIATION IN TEACHING TURKISH AS A FOREIGN LANGUAGE

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Özet

Avrupa ülkelerinde çokdillilik ve çokkültürlülük anlayışının yaygınlaştırılması amacıyla hareketle ortaya çıkan Diller İçin Avrupa Ortak Öneriler Çerçevesi (*Common European Framework of Reference for Languages: Learning, Teaching, Assessment*) ilk olarak 2001 yılında yayımlanmıştır. 2013 yılında telc tarafından Türkçeye çevirisi yapılan söz konusu metin 2018 yılında Common European Framework of Reference for Languages: Learning, Teaching, Assessment Companion Volume with New Description adıyla yayımlanmıştır ve 2020 yılında da var olan metne bazı eklemeler yapılmıştır. Söz konusu metne, daha önce yayımlanan çerçeve metinde bulunmayan birtakım yeni kavramlar eklenirken bazı kavramlar da genişletilmiştir. Bu kavramlar içerisinde de üzerinde en çok durulanların başında Çokdillilik ve çokkültürlülük yeterlikleri (prulilingual and pluricultural competence) ile mediation (arabuluculuk) olduğu gözlemlenmiştir. Sınırların yavaş yavaş ortadan kalktığı ve sosyal etkileşimin giderek arttığı dünyamızda çokdillilik ve çokkültürlülüğün yaygınlaştırılması birçok demokratik toplum için arzu edilen bir durum haline gelmiştir. Günümüzde çokdillilik ve çokkültürlülük, ayrıştırıcı bir kavram yerine birleştirici, işbirliğini ve ortak anlayışı, karşılıklı hoşgörüyü, karşılıklı kimlik ve kültürel çeşitliliği saygıyı destekleyen, ayrımcılığı önleyen, bilgiye daha kolay erişimin önünü açan, uluslararası bildirişimi kolaylaştıran kavramlar olarak değerlendirilir. Bu bakımdan söz konusu çerçeve metinde çokdillilik ve çokkültürlülük anlayışının yeterlik tanımlayıcıları ile genişletilmesi 2018 metnindeki önemli bir yenilik olarak göze çarpmaktadır. Bu sebeple çalışmanın amacı Diller İçin Avrupa Ortak Öneriler Çerçevesi (CEFR) 2020 basımında yer alan

çokdillilik ve çokkültürlülük yeterlikleri bağlamında “arabuluculuk” kavramını incelemektir. Arabuluculuk, herhangi bir nedenle birbirleriyle doğrudan iletişim kuramayan kişiler arasında iletişimi mümkün kılan ve bu nedenle yeniden yorumlanmaya ihtiyaç duyulan faaliyetleri içermektedir. Doküman incelemesi yönteminin kullanıldığı çalışmada yabancı dil olarak Türkçe öğretiminde arabuluculuk etkinliklerine yönelik tespitlerde ve önerilerde bulunulmuştur.

Anahtar kelimeler: Arabuluculuk, Arabuluculuk Etkinlikleri, Çokdillilik ve Çokkültürlülük, CEFR, Yabancı Dil Olarak Türkçe

Abstract

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, which emerged with the aim of promoting the understanding of multilingualism and multiculturalism in European countries, was first published in 2001. The text, translated into Turkish by telc in 2013, was published in 2018 under the name Common European Framework of Reference for Languages: Learning, Teaching, Assessment Companion Volume with New Description, and some additions were made to the text in 2020. While some new concepts that were not included in the previously published framework text were added to the text in question, some concepts were also expanded. Among these concepts, it has been observed that the most emphasized ones are the prulilingual and pluricultural competence and mediation. The dissemination of multilingualism and multiculturalism has become a desirable situation for many democratic societies in our world where borders are gradually disappearing and social interaction is increasing. Today, multilingualism and multiculturalism are regarded as unifying concepts instead of being a separating concept,

supporting cooperation and mutual understanding, mutual tolerance, mutual identity and cultural diversity, preventing discrimination, facilitating access to information, and facilitating international communication. In this respect, the expansion of the understanding of multilingualism and multiculturalism with the qualification descriptors in the framework text stands out as an important innovation in the 2018 text. Therefore, the aim of the study is to examine the concept of "mediation" in the context of multilingualism and multicultural competencies included in the 2020 edition of the Common European Framework of Reference for Languages (CEFR). Mediation includes activities that enable communication between people who cannot communicate directly with each other for any reason and therefore need to be reinterpreted. In the study in which the document analysis method was used, findings and suggestions have been made for mediation activities in teaching Turkish as a foreign language.

Keywords: Mediation, Mediation Activities, Multilingualism and Multiculturalism, CEFR, Turkish as a Foreign Language

1 Giriş

Psikoloji, pedagoji ve sosyal bilimlerde incelenen arabuluculuk kavramı, toplum ve birey arasındaki teması ima eden ve farklı unsurlar ve alanlar arasında köprü kuran fenomenlere ışık tutmak için çok önemlidir. CEFR, algılama ve üretim kapsamına girmeyen iletişimsel dil etkinliklerini belirtmek için etkileşimin yanı sıra arabuluculuğun da irdelenmesine öncülük etti. Bununla birlikte, kavram son yirmi yılda gelişmiş ve arabuluculuğun daha geniş ve daha zengin kavramsallaştırılmasına yol açmıştır. Algılama, üretim ve etkileşimle birlikte arabuluculuk, Avrupa Ortak Öneriler Çerçeve Metninde (CEFR 2001), öğrenme, öğretme ve değerlendirme konularında tartışılan dört dil etkinliğinden biridir. Ancak, ilk üç iletişim etkinliğinden farklı olarak, arabuluculuk kavramı CEFR'in 2001 baskısında tam olarak geliştirilmemiştir ve sonuç olarak yakın zamana kadar çoğu ders kitabı ve Türkçe öğretmeni tarafından yabancı dil olarak göz ardı edilmiştir. Diller için Avrupa Ortak Öneriler Çerçevesi Yeni Açıklamalar Metni (CEFR Companion Volume 2018) 2018'de yayınlanması, arabuluculuk kavramına farkındalığı artırmış ve ayrıntılı bir tasvir ve çeşitli tanımlayıcı ölçekleri sunarak arabuluculuğa diğer üç faaliyet arasında yer vermiştir. CEFR 2020' de arabuluculuk kavramının önemine bir kere daha dikkat çekmiştir. CEFR'nin eylem odaklı yaklaşımı, kullanıcı / öğrenen kavramını, çok dilliliği harekete geçiren bir

sosyal aracı olarak dahil ederek, iletişimsel yaklaşımdan önemli bir gelişmeyi temsil etmektedir. CEFR, geleneksel dört becerinin (sözlü ve yazılı algılama ve üretim) ötesine geçerek, etkileşim ve arabuluculuğu da içerecek şekilde, dil öğreniminin ve dil kullanımının yerleşik ve entegre doğasına ilişkin bir vizyon açmıştır. Araştırmadaki ilerlemeler, dillerin konuşmacılarının / kullanıcılarının dışında var olan istikrarlı ve gerçek yaşam kullanımına hazırlanmak için içsel bir bilişsel süreç olarak indirgemeci bir öğrenme görüşü olarak bir dil vizyonunun üstesinden gelme ihtiyacını vurgulamaktadır. Bu teorik ilerlemeler, CEFR ilkeleri ile daha anlamlı bir şekilde ilgilenen daha dinamik bir dil eğitimi vizyonu getiren gelişmelerle çevrelenmiştir. Bundan hareketle bu çalışmada, önce arabuluculuk kavramını ve bunun CEFR 2001'den CEFR 2020'ye nasıl geliştiği hakkında bilgi verilmiş ve sonra arabuluculuğun Türkçe'nin yabancı veya ikinci dil olarak öğretmek için nasıl ve neden uygulanması gerektiği hakkında açıklamalar yapılmıştır.

7 Diller için Avrupa Ortak Öneriler Çerçeve Metni (CEFR)

Dil öğrenimi, öğretimi ve dilin değerlendirilmesi için Avrupa Ortak Öneriler Çerçeve Metni (CEFR 2001) genel olarak Avrupa'da dil eğitime olumlu bir ivme kazandırdığı kabul edilmektedir (Byram, Parmenter, 2012). Piccardo (2014) ve Piccardo ve North (2019)' un açıkladığı gibi, CEFR'in önerdiği eylem odaklı yaklaşım ve sosyal aracı olarak kullanıcı / öğrenen gibi temel temel kavramlar, iletişimsel yaklaşımın ötesinde önemli bir gelişmeyi temsil etmektedir. CEFR'in tanımlayıcı şeması, etkileşim ve arabuluculuğu içerecek şekilde geleneksel dört becerinin (sözlü ve yazılı algılama ve üretim olarak) ötesine geçmektedir. Bu değişim, dil öğreniminin ve dil kullanımının yerleşik ve entegre doğasına açılmaktadır. CEFR, dil kullanımının hem sosyal hem bireysel doğasını hem de dış ve iç bağlamı hesaba katarak, kullanıcının / öğrencinin odaklanmasıyla oldukça ileriye dönüktür. Bu şekilde CEFR, öğrencileri sosyal araçlar olarak görmektedir. Genel olarak (yani kişisel, dilbilimsel olmayan) yeterlilikleri ve bir görevin yerine getirilmesindeki stratejiler de dahil olmak üzere tüm yeterliliklerini, sonuç olarak bu yetkinliklerin ve stratejilerin orantılı bir şekilde iyileştirilmesine odaklanmaktadır. Bu görüş, dili öğretilecek bir formülasyon olarak görmekten çıkarak, dili deneyimsel öğrenmede eylem olarak görmektedir. *CEFR Companion Volume with New Descriptors*'ın (Avrupa Konseyi, 2018) yakın zamanda yayımlanmasıyla birlikte, CEFR'in bu ileriye dönük vizyonu, özellikle de arabuluculuk ve çokdillilik

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

alanlarında tanımlanmış ve CEFR 2020 metninde çok dilli / çok kültürlü yeterlilikler için arabuluculuk stratejileri geliştirilmiştir.

Çok dillilik, insanların dil içi ve diller arası denge eksikliğini kabul eden kısmi yeterlilikler kavramına dayalı olarak, sosyal aracının bütünsel, dinamik ve entegre dil çalışmalarında diller arasındaki karşılıklı ilişkilere odaklanmaktadır. Bunlar, CEFR'in ilk taslağında ilk kez ortaya çıktıklarında 1996 yılında devrim niteliğinde kavramları ve öğrencileri ve toplumu dilsel çeşitliliğe ve çok dilliliğin zenginliğine değer vermeye teşvik etmeyi amaçlamaktaydı. Ayrıca dil eğitimi alanı genel olarak çokdilliliği kavramakta yavaş ilerleme sergilemekteydi. 2007'de Strazburg'daki Hükümetlerarası Dil Politikası Forumu'nda Trim bu konudaki üzgünlüğü şu şekilde dile getirmiştir:

"Bu [çok dilli] yaklaşım, küreselleşmenin gerçeklerini, her dili ve kültürü ayrı bir varlık olarak gören, yabancı güçlerin sunduğu tehdide karşı korunması gereken çeşitli safık biçimlerinden daha iyi karşılamaktadır. CEFR'in çoğu kullanıcısı bunu yalnızca tek bir dile uygulamıştır, ancak iletişimsel eylem ve yeterlilikler için tanımlayıcı aracı, yeterlik düzeylerinin 'yapabilirim' tanımlayıcıları ile birlikte, gelişme bekleyen müfredat genelinde dile çok dilli bir yaklaşım için iyi bir temel oluşturmaktadır (Trim, 2007, s.51)."

Geleneksel bakış açılarının ötesindeki bu teorik ilerlemeler, dil öğretimi uygulaması ve ortak uluslararası dil eğitimi vizyonu, CEFR'in temel ilkeleriyle daha anlamlı bir şekilde birleşen daha dinamik bir vizyona doğru gelişmiştir. Bu nedenle, CEFR Yeni Açıklamalar (2018) 'deki yeni "yapabilirim" tanımlayıcıları aracılığıyla tanımlayıcı araç tam olarak tamamlanmış, öğrenme ve öğretimin üzerindeki olumlu etki kapsamını genişleterek CEFR revizyonu için gerekli zamana zemin hazırlanmıştır. CEFR 2020 de ise özellikle, yeni alanların tanımlayıcıları, orijinal tanımlayıcı aracın zenginleşmesini temsil etmektedir. Genişletilmiş açıklayıcı tanımlayıcılara ek olarak, CEFR 2020 versiyonu Avrupa Konseyi'nin özellikle öğretmen eğitiminde CEFR'in iletmek istediği mesajların farkındalığını artırmaya yardımcı ve CEFR'nin amaçlarının ve ana ilkelerinin kullanıcı dostu açıklamalarını içermektedir.

8 Arabulucuk

Giderek artan çok dilli ve çok kültürlü dünyamızda, arabuluculuk becerileri, ortak bir dilin eksikliğinden kaynaklanan bir yanlış anlaşılma veya iletişimde bir zorluk olduğunda önemli hale gelmektedir. Günlük

yaşamımızda bilgileri (örneğin menülerden, tarifelerden, duyurulardan vb.) o dili konuşmayan insanlara aktardığımızda ya da aynı dili konuşmayan iki kişinin birbirini anlamasına ve konuşmasına yardım ettiğimizde veya birine bir metni özetlediğimizde; okuduğumuz bir şeyi veya birinin söylediği bir şeyi daha basit kelimelerle açıkladığımızda arabuluculuk yapmış oluruz.

Arabuluculuk, CEFR'deki iletişimsel dil aktivitesinin dördüncü hali olarak 1996'daki en eski versiyonlardan itibaren tanıtılmaya başlanmıştır. Üretim, kendini ifade etmekle ilgilidir ve etkileşim, karşılıklı anlayışa ulaşmak için ortak söylem inşasını içermektedir, arabuluculuk yeni anlayış, yeni bilgi, yeni kavramlar anlamında yeni anlamın inşası için ek bir unsur sunmaktadır. Arabuluculuk genellikle algılama ve üretimi ve çoğu zaman etkileşimi içermektedir. Ancak arabuluculukta, üretim ve etkileşimin tersine, dil sadece bir ifade aracı değildir; öncelikle yeniye, bilinmeyene erişme veya diğer bireylerin bunu yapmasına yardımcı olma aracıdır. Arabulucuk, "herhangi bir nedenle birbirleriyle doğrudan iletişim kuramayan kişiler arasında iletişimi mümkün kılan" (CEFR 2001: 14) ve bu nedenle yeniden formülasyona (çeviri, yorumlama) ihtiyaç duyan faaliyetleri içermektedir. Arabulucu, "normalde (ancak sadece değil) farklı dilleri konuşan" kişiler arasında bir iletişim kanalı, "farklı dillerde" (CEFR 2001: 57) bir aracı olarak hareket eder (CEFR 2001: 87). Bu bakış açısı, arabuluculuğu yalnızca yorumlama ve çeviri olarak görmenin indirgemeci olduğunu ve aynı zamanda arabuluculuğu bir dilden diğerine salt bilgi aktarımı ile sınırlamanın basit olduğunu kabul eden CEFR Yeni Açıklamalar (2018)'da değişmiştir (North, Piccardo 2016: 13). Arabuluculukta kullanıcı bazen aynı dilde, bazen bir dilden diğerine (diller arası aracılık) anlam oluşturmaya veya anlamlandırmaya yardımcı olan bir sosyal aracı görevi görmektedir (CEFR Companion 2018: 103) . Arabuluculuğu yalnızca yorumlama ve çeviri olarak görmek indirgemeci olmakla kalmaz, aynı zamanda basitleştirici de olabilir (North, Piccardo 2016: 8) . Bu nedenle, çeviri hala arabuluculuk faaliyetlerinin bir parçası olarak kabul edilirken CEFR 2018'de yazılı bir metni (sözlü ve yazılı olarak) çevirmek için ölçekler kullanılmıştır. Çeviri ve yorumlama ile arabuluculuk arasında birkaç fark vardır. Çeviri ve yorumlama eşdeğerliği ifade eder. Dendinos (2006) çeviri yapanların orijinal metne sadık kalmaları gerektiğini, ürettikleri metnin söylemini veya türünü değiştirme haklarının olmadığını belirtir. Arabuluculuk ise uygunluk ve etkililik anlamına gelmektedir. Arabuluculuk yoluyla aktarılan bilgilerin, girdide verilen bilgilerle tamamen aynı olmayabilir, ancak

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

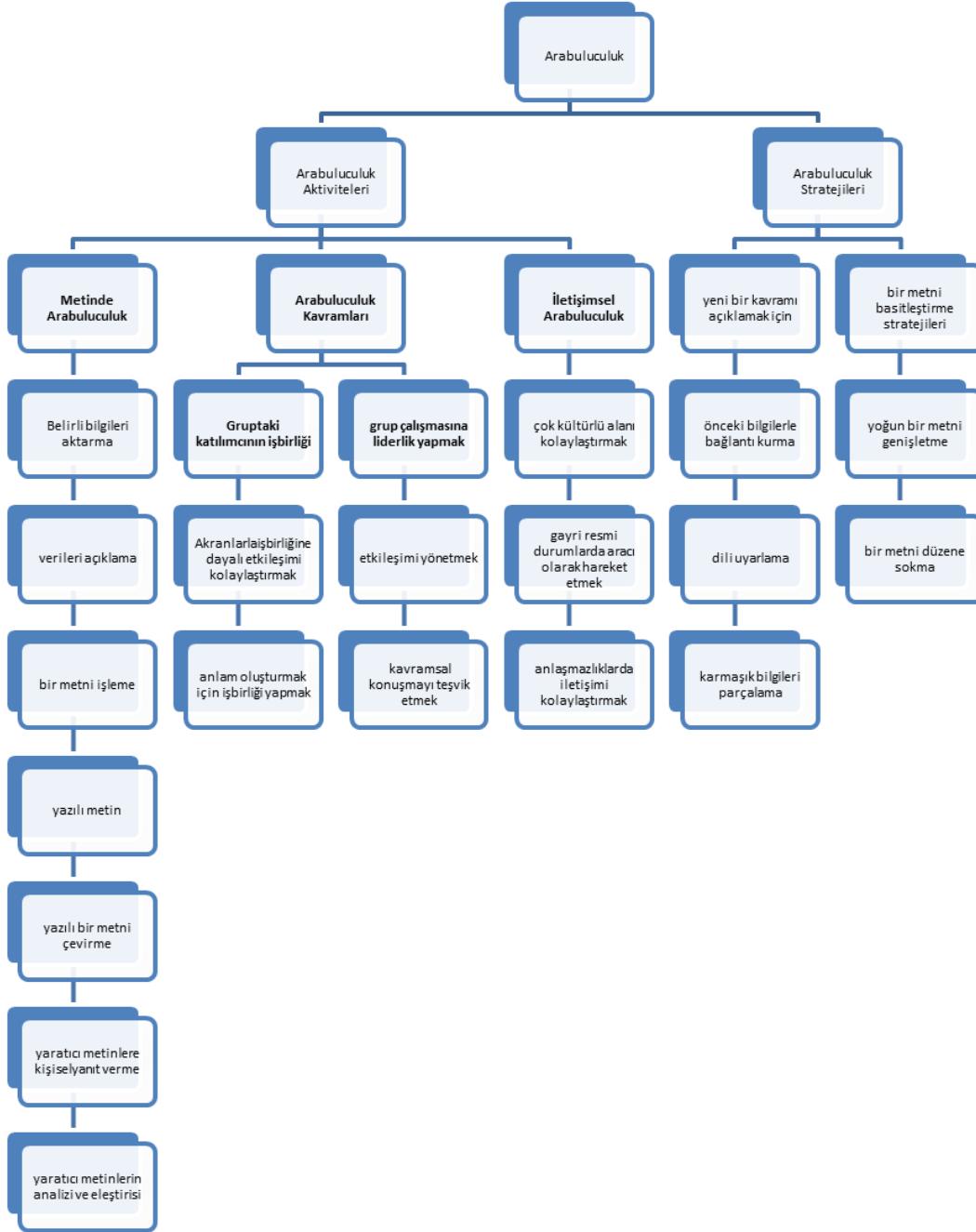
arabulucu, anlamı güvenilir bir şekilde iletmelidir. Arabulucular "hangi mesajların aktarılacağını ve hangi bilginin aktarılacağını, neyin diğer katılımcıları ilgilendirip ilgilendirebileceğine dair bir karar verirler" (Dendrinos 2006: 17). Böylelikle arabulucu, ilgilene konuya göre neyi aktaracağını seçerek dilsel ve kültürel yeterlilik düzeyine göre arabuluculuk sürecine dahil olmaktadır. Ayrıca, çevirmenlerin aksine, arabulucular kaynak metnin kaydını değiştirebilir, açıklamalar veya yardımcı dilbilimsel yorumlar ekleyerek kaynak metni genişletebilir, argo kelimeleri veya açıklamaları ortadan kaldırabilir veya yumuşatabilir. Bu nedenle CEFR 2018, arabulucuk terimini CEFR 2001 versiyonundan genişleterek, sosyal ve kültürel arabuluculuğun yanı sıra iletişim ve öğrenmeyle ilgili arabuluculuğu kapsamaktadır (CEFR 2018: 34). Arabuluculuğun odak noktası, iletişim veya öğrenme için alan ve koşullar yaratmak, yeni anlam oluşturmak için iş birliği yapmak, başkalarını yeni bir anlam inşa etmeye veya anlamaya teşvik etmek ve yeniyi aktarmak gibi süreçlerde dilin rolü üzerinedir (CEFR Companion 2018: 103). CEFR, arabuluculuğun diller arasında olabileceğini açıkça ortaya koymuştur. Bağlam sosyal, pedagojik, kültürel, dilsel veya profesyonel olabilir. Bu noktayı, arabuluculuğun tanıtıldığı bölümlerde;

- Bölüm 2.1.3: herhangi bir nedenle birbirleriyle doğrudan iletişim kuramayan kişiler arasında iletişimi mümkün kılmak,
- Bölüm 4.4: birbirlerini doğrudan anlayamayan kişiler arasında, farklı dilleri konuşan kişiler arasında bir aracı olarak hareket etmek şeklinde özetlemek mümkündür.

CEFR 2020'de, bir metne aracılık etmeye yönelik faaliyetlere odaklanmanın yanı sıra, kavramlara aracılık

etmek ve iletişime aracılık etmek için ölçekler sağlanmış ve arabuluculuk faaliyetleri için toplam 19 ölçek verilmiştir. Arabuluculuk stratejileri (5 ölçek), arabuluculuk sürecine hazırlıktan çok arabuluculuk sürecinde kullanılan stratejilerle ilgilidir (CEFR 2020: 24). Arabuluculuk için 19 ölçek üç grupta düzenlenmiştir: bir metne arabuluculuk etmek, kavramlara arabuluculuk etmek ve iletişime arabuluculuk etmek. Bir metne arabuluculuk etmek, bir metnin içeriğinin dilsel veya farklı nedenlerle ona erişimi olmayan bir kişiye şu yollarla aktarılmasını (sözlü veya yazılı olarak) ifade eder: Belirli bilgileri aktarma, Verileri açıklama, Bir metni işleme, Yazılı metin. Aynı zamanda bir metnin kendisi için arabuluculuk yapmayı (Not alarak) veya bir metne tepki vermeyi (yaratıcı metinlere kişisel bir yanıt ifade ederek veya yaratıcı metinlerin Analizi ve eleştirisi yoluyla) içerir (CEFR 2020: 90). Arabuluculuk kavramları, hem ilişkisel hem de bilişsel açıdan diğerlerine bilgi ve kavramlara erişimi kolaylaştırma sürecini ifade eder. 4 ölçek, hem bir gruptaki katılımcının rolünü (Akranlarla iş birliğine dayalı etkileşimi kolaylaştırmak, Anlam oluşturmak için iş birliği yapmak) hem de grup liderinin rolünü (Etkileşimi yönetmek, Kavramsal konuşmayı teşvik etmek) (CEFR 2020:90-122) dikkate almaktadır. Arabuluculuk iletişimi, insanlar arasında dilsel ve kültürel bir bağlantı olarak hareket ederek, anlayış ve iletişimi kolaylaştırma sürecini ifade eder. Çok kültürlü alanı kolaylaştırmak, gayri resmi durumlarda aracı olarak hareket etmek (arkadaşlar ve meslektaşlarla) ve hassas durumlarda ve anlaşmazlıklarda iletişimi kolaylaştırmak için üç ölçek kalibre edilmiştir (CEFR 2020: 114)

Figure 1. Arabuluculuk Aktiviteleri ve Stratejileri



Kaynak: *CEFR Companion Volume* (2020: 90)

Buna ek olarak, CEFR arabuluculuk yaparken kullanabileceğiniz stratejiler için 5 ölçek sunar. Yeni bir kavramı açıklamak için Stratejiler vardır: Önceki bilgilerle bağlantı kurma, Dili uyarlama, Karmaşık bilgileri parçalama ve bir metni basitleştirme stratejileri: Yoğun bir metni büyütme, Bir metni düzene sokma (CEFR 2020: 117-118). Son olarak, arabuluculuk ve öğrenenler "sosyal araçlar" olarak görülen, CEFR 2001'de (s.4-5, 168) sunulan çok dillilik ve çok kültürlülük kavramı, CEFR 2018 (s.157) ile geliştirilmiştir, son literatür dikkate alınarak CEFR 2020 (s.123) eklemeler yapılmıştır.

9 Arabuluculuk Aktiviteleri

Arabuluculuğun birçok farklı yönü vardır, ancak hepsi belirli özellikleri paylaşmaktadır. Örneğin, arabuluculukta kişi kendi ihtiyaçları, fikirleri veya ifadeleriyle, arabuluculuk yaptığı taraf ile daha az ilgilenir. Arabuluculuk faaliyetinde bulunan bir kişinin, iletişim durumundaki diğer katılımcıların bakış açıları ve duygusal durumları için yeterli empatiye sahip olmak iyi gelişmiş bir duygusallığa sahip olması gerekir. "Arabuluculuk" terimi aynı zamanda iletişim ve iş birliği için koşullar yaratmak ve sosyal ve kültürel sürecini tanımlamak için kullanılır. Özellikle çapraz-dilsel arabuluculuk, sosyal ve kültürel yeterliliği ve çok dilli yeterliliği içerir (CEFR 2020:91)

9.1 Arabuluculuk metinleri

2001 CEFR metninde arabuluculuk terimi, genellikle öğrencilerin dilsel, kültürel, anlamsal veya teknik engeller nedeniyle erişemedikleri bir metnin içeriğini başka bir kişiye aktarmayı içermektedir. CEFR 2018 ve 2020'de belirli bilgileri aktararak, verileri sözlü olarak açıklayarak, metni işleyerek veya bir başkası için yazılı bir metni çevirerek profesyonel ve akademik yaşamda her düzeyde metinlerin kullanımı dil öğretiminde yaygındır. Metnin sözlü ve yazılı olarak işlenmesi belirli bir metin veya metinlerdeki bilgileri anlamayı ve ardından bunları, genellikle yoğunlaştırılmış bir biçimde başka bir metne aktarmayı içerir. Bu nedenle, burada odak noktası, farklı kaynaklardan gelen bilgileri özetlemek, başka kelimelerle ifade etmek ve harmanlamaktır (CEFR 2018: 110-112). Yazılı bir metni sözlü ve yazılı olarak çevirmek, genellikle iletişimsel nitelikte (mektup, e-posta vb.) yazılı bir metnin yüzeysel bir şekilde çeviri sürecini ifade eder (CEFR Companion 2018: 113-114). Örnek olarak verilen metinler çevrilecek metnin uzunluğuna ve karmaşıklığına bağlı olarak herhangi bir düzeyde yapılabilir. Öğretmenin öğrencilere ilgili metindeki içeriği vermesi

gerekmektedir. Not alma (derslerde, seminerlerde, toplantılarda vb.), yaratıcı metinlere kişisel bir yanıt verme (edebiyat dahil) ve yaratıcı metinlerin analizi ve eleştirisi de bu başlık altında yer almaktadır. Dikte teknikleri (Richards, Schmidt 2010: 170) öğrenenlerin not alma becerilerini geliştirmek için yararlı olabilir. Bu tür etkinliklerde öğretmen bir metni okur, öğrenciler not alır ve ardından gruplar halinde metne sadık kalarak yeniden oluşturmaya çalışır. Creese ve Blackledge (2010), Lewis, Jones ve Baker (2012) çok dilli sınıflarda iş birliğine dayalı etkileşimi yönetmeyi veya metni farklı dillerde anlatmayı tanımlamaktadır. Yaratıcı metin arabuluculuğu, eğitimde ve günlük yaşamda iyi bir kitap okumanın veya iyi bir film izlemenin genellikle onun hakkında konuşmaya yol açan bir türdür. Metinlerin arabuluculuğunun sınıfta kullanılan metinlerle sınırlandırılmasına gerek yoktur. Öğrenenlerden hikâye, bir destan veya şehir efsanelerinin farklı versiyonlarını okumaları, internette bir konuyu araştırmaları ve bununla ilgili bulguları sınıfta yorumlamaları veya eleştirmeleri istenebilir.

9.2 Arabuluculuk kavramları

Başkaları için bilgi ve kavramlara erişimi kolaylaştırma sürecini ifade etmektedir. Bu, rehberlik, öğrenme ve öğretme, aynı zamanda iş birliğine dayalı öğrenme ve çalışmanın temel bir yönüdür. Arabuluculuk kavramları iki tamamlayıcı içermektedir; bir yandan anlam inşa etmek ve detaylandırmak, diğer yandan bu tür kavramsal değişim ve gelişime elverişli koşulları kolaylaştırmak ve teşvik etmek (CEFR 2020:91).

Arabuluculuk kavramları, öncelikle öğrenme için koşulların belirlenmesini içerir. Etkileşimi yöneterek veya kolaylaştırarak akranlarla iş birliği yapar. Küçük gruplar halinde iş birliği, öğrenenlerin arabuluculuk kaynaklarını arttırır (van Lier, 2004; Walqui, 2006) ve gruptaki diğer kişiler için arabuluculuk yapmak "konuyla ilgili kendi bilgilerini sözlü ifade etmek, açıklığa kavuşturmak ve genişletmek için bir fırsattır" (Walqui, 2006: 168). Webb (2009) öğrencilerin kavramları nasıl açıklayacaklarını, karşılıklı konuşmaya nasıl başlayacaklarını ve bunu anlamı inşa etmek için nasıl iş birliği yapacaklarını bilmediklerinden bahseder. Webb (2009), iletişim becerileri eğitimi almış, "daha fazla soru soran ve daha fazla aracı öğrenme etkinlikleri gerçekleştiren" öğretmenlerin öğrencilerinin, öğretmenden yardım almadan grup içinde arabuluculuk hareketlerini kendilerinin gerçekleştirdiğini savunmuştur.

Akranlarla işbirliğine dayalı etkileşimi kolaylaştırmak, kişinin kendi rolünü ve grup iletişimine katkıları

bilinçli bir şekilde yöneterek işbirliğine dayalı katılımı; anahtar noktaların gözden geçirilmesine ve sonraki adımların dikkate alınmasına veya tanımlanmasına yardımcı olarak ekip çalışmasının aktif olarak yönlendirilmesini; tartışmayı verimli bir şekilde ilerletmek için soruların ve katkıların kullanılmasını; diğer grup üyelerinin katkılarını kendi katkılarıyla dengelemek için soruların sorulmasını içermektedir (CEFR 2020: 109) Öğrenen genellikle belirli bir ortak amaç veya akılda tutulan iletişimsel görevle, ait oldukları bir grupta başarılı işbirliğine katkıda bulunur. Tartışmayı yönlendirmek, katkıları dengelemek ve grup içindeki iletişim zorluklarının üstesinden gelmeye yardımcı olmak için uygun olan yerlerde bilinçli müdahaleler yapmakla ilgilenirler. Grupta belirlenmiş bir lider rolü yoktur ve kendileri için bir başrol oluşturmakla ilgilenmezler, yalnızca başarılı iş birliğiyle ilgilenirler. Bu yüzden A2 seviyesinde öğrenen birinin önerilerini ifade etmesine yardımcı olması koşuluyla, basit, paylaşılan görevlerde aktif olarak iş birliği yapabilir. B1'de odak noktası sorular sormak ve başkalarını katkıda bulunmaya davet edebilir. B2' de öğrenen tartışmayı yeniden odaklayarak hedefleri tanımlamaya yardımcı olabilir. C1'de, öğrenenler bir tartışmayı bir sonuca doğru yönlendirmeye yardımcı olabilirler.

Anlam oluşturmak için iş birliği yapmak; bir grubun üyesi olarak fikirleri teşvik etmek ve geliştirmekle ilgilidir. Bu ölçek; amaçlara, süreçlere ve adımlara karar vererek işbirlikçi görevleri bilişsel olarak çerçevelemek; fikirleri / çözümleri birlikte inşa etmek; başkalarından kendi düşüncelerini açıklamalarını ve düşünce süreçlerindeki tutarsızlıkları tespit etmelerini istemek; tartışmayı özetlemek ve sonraki adımlara karar vermek gibi temel kavramları içermektedir (CEFR 2020) Bunun için sınıflarda öğrenenlere problem çözme, beyin fırtınası, konsept geliştirme ve proje çalışmasında ortak çalışma gibi yöntemler kullanılabilir.

9.3 İletişimsel Arabuluculuk

CEFR 2001 metninde arabuluculuk kavramı kısa olarak belirtirse de arabuluculuğun sosyal yönünün altı çizilmiştir. Arabuluculuk, farklı kişiler arasında aracı rolü oynayan ve “toplumlarımızın normal dilsel işleyişinde önemli bir yer tutan” faaliyetlerde bulunan bir dil kullanıcısıyla ilgilidir (CEFR 2001: Bölüm 2.1.3). Elbette insanların bazen birbirlerini anlamakta güçlük çekmelerinin tek nedeni dil değildir. Arabuluculuk bir metni anlaşılır kılmak için düşünülse de kişinin konuyu anlamada zorluk çekmesi ilgili alana aşina olmamasından kaynaklanıyor olabilir. Diğerini anlamak, her iki bakış açısını da akılda tutarak, kendi

bakış açısından diğerine çevirme çabası gerektirir; bazen insanlar bunu başarmak için üçüncü bir kişiye veya üçüncü bir alana ihtiyaç duyar (CEFR 2020:114).

Burada amaç, muhtemelen farklı dilleri konuşmanın yanı sıra, sosyokültürel, sosyo-dilbilimsel veya kişisel perspektif farklılıkları olan öğrenenler arasındaki anlaşmayı kolaylaştırmaktır. İletişimsel arabuluculuk iki taraf arasında gayri resmi bir dil aracı olarak hareket etmeyi içerebilir. Bir kişinin diğer kişiyi anlaması hem kendi bakış açısını hem de diğer bakış açıları akılda tutarak bir empati çabası gerektirir.

Çok kültürlü alanı kolaylaştırmak; katılımcılar arasında kültürel normların ve perspektiflerin anlaşılmasını teşvik etmek için sorular sormak, farklı sosyokültürel ve sosyodilbilimsel perspektif ve normlara duyarlılık ve saygı göstermek ve sosyokültürel ve sosyodilbilimsel farklılıklardan kaynaklanan yanlış anlamaları tahmin etmek, bunlarla ilgilenmek ve / veya bunları onarmak gibi temel kavramları içermektedir (CEFR 2020: 114). B1 seviyesinde, soru sorarak ve cevaplayarak insanları tanıtmaya, ilgi ve empati göstermeye vurgu yapılmaktadır. B2 seviyesinde farklı bakış açılarının takdir edilmesi çok önemlidir. C2 ile, sosyokültürel ve sosyodilbilimsel farklılıkları hesaba katarak etkili ve doğal bir şekilde arabuluculuk yapabilirler (CEFR 2020).

Gayri resmi durumlarda arabulucu olarak hareket etme (arkadaşlar ve meslektaşlarla) öğrenenin çok dilli bir birey olarak aracılık ettiği durumlar için tasarlanmıştır. Bu bölüm, konuşmacıların bir konuşmada ne söylediği konusunda iletişim kurmaları, önemli bilgilerin iletilmesi, konuşmalarda ve sunumlarda ifade edilenlerin anlamını tekrar edilmesi gibi temel kavramları içermektedir (CEFR 2020:115). A2 ve B1 seviyesinde öğrenenler günlük durumlarda arabuluculuk yapabilirler. B2'de öğrenen duraklamalar yaparak ilgi alanları içinde yetkin bir şekilde arabuluculuk yapabilir ve C1 seviyesinde çeşitli konularda akıcı bir şekilde yapabilir.

Hassas durumlarda ve anlaşmazlıklarda iletişimi kolaylaştırmak, öğrenenin üçüncü şahıslar arasındaki bir anlaşmazlıkta arabuluculuk yapmak için resmi bir role sahip olabileceği veya bir yanlış anlaşılmayı, hassas durumu veya anlaşmazlığı gayri resmi olarak çözmeye çalışabileceği durumlar için tasarlanmıştır. Bu bölüm, diyalogdaki katılımcılar tarafından temsil edilen farklı bakış açıları hassas ve dengeli bir şekilde keşfetmek, katılımcıların tartışılan konularla ilgili anlayışlarını geliştirmek ve derinleştirmek için ifade edilen bakış açıları detaylandırmak, ortak zemin oluşturmak,

katılımcılar arasında olası imtiyaz alanlarının oluşturulması, bir anlaşmaya veya çözüme yaklaşmak için bir veya daha fazla katılımcının bakış açısında bir değişikliğe aracılık etmek gibi temel kavramları içermektedir (CEFR 2020:116). A1 ve A2 seviyesinde öğrenen anlaşmazlıklar ortaya çıktığında tanıyabilir. B1'de konuları anladığını gösterebilir ve gerektiğinde açıklama isteyebilir. B2'de, ana konuları ve tarafların görüşlerini özetleyebilirler. C seviyelerinde, bunu daha etkili bir şekilde yapmak için diplomatik ve ikna edici bir dile sahiptir (s.116).

10 Sonuç

Açıklanan arabuluculuk teknikleri ve aktiviteleri dil öğretiminde farkındalık yaratmak ve şansa bırakılmaması gereken stratejiler geliştirmek içindir. Arabuluculuk aktiviteleri, farklı görevlerle verilebilir, diğer faaliyetlerle sorunsuz bir şekilde birleştirilebilir ve arabuluculuk, algı ve üretimi ve sıklıkla etkileşimi de içerdiğinden çeşitli diğer becerileri entegre edebilir ve geliştirebilir (CEFR 2018: 32). İyi bir bağlam oturtulmuşsa önerilen etkinlikler öğrenenleri gerçek yaşam durumlarına hazırlar ve böylece sınıfı gerçek dünya ile ilişkilendirebilir. Kişinin ana dilini kullanmasına izin verilmesi, öğrenenlerin sahip olabileceği güven eksikliği ve endişelerin bir kısmını hafifletmeye yardımcı olabilir. Öğrenenler (özellikle göçmenler) sınıfta dil çeşitliliğini kabul ederek ve teşvik edilerek ana dillerinin değerli olduğunu ve güçlendiğini hissederler (Blommaert ve Ewita 2006, Galante, 2019). Türkçe'yi yabancı dil olarak öğrenenler arabuluculuk faaliyetlerinin başlatılmasından fayda göreceklerdir.

Arabuluculuk becerilerinin kişinin kişiliğinden, yaşından, yaşam deneyimlerinden etkilendiği için bir dil sınıfında öğretilmeyeceği varsayılmaktadır. CEFR 2018 bazı arabuluculuk faaliyetlerine katılmanın "bilişsel karmaşıklık, yeterli empatiye sahip olmak için gelişmiş bir duygusal zekâ, sosyal ve kültürel yeterlilik gerektirdiğini iddia ettiği için bu kısmen doğru olabilir (s.53). Howell (2017: 149), dilbilimsel ve kültürlerarası yeterliliğin yanı sıra, başarılı arabuluculuğun "uygun sözlü olmayan iletişim (jest, dokunma, ifade) ve açıklamalar kullanarak aktif dinleme gibi kişilerarası beceriler" gerektirdiğini ifade etmektedir. Tüm yeterliliklerin (hem genel hem de iletişimsel) etkinleştirilmesi, CEFR tarafından tasarlandığı şekliyle eylem odaklı yaklaşımın merkezinde yer alır ve "tüm insan yeterlilikleri, dil kullanıcısının iletişim yeteneğine katkıda bulunur" (CEFR 2001: 101). Bilişsel beceriler, empati veya kişilerarası beceriler öğretilmese de arabuluculuk faaliyetlerine ve stratejilerine maruz

kalarak geliştirilebilir. Sonuçta, CEFR'nin en önemli ilkelerinden biri, öğrencinin, öğrenmek için farklı görevleri yerine getirmesi gereken sosyal aracı olmasıdır.

CEFR 2001'de arabuluculuğun kapsamlı bir tanımının bulunmaması, genellikle tercümeyle dayalı arabuluculuğu, Türkçe'yi yabancı dil olarak uygulayanlar ve araştırmacılar tarafından göz ardı edildiği anlamına gelmiştir. Aynı şey, Türkçe'yi yabancı dil olarak öğretmek için kullanılan ders kitapları için de geçerlidir. Arabuluculuk faaliyetlerinin Türkçe'yi yabancı dil olarak öğretmek için ders kitaplarına dahil edilip edilmediğini ve nasıl tasarlandığını görmek için yeterli analizler yapılmalı ve eksiklikler yeni basılacak materyallerde giderilmelidir. Türkçe'yi yabancı dil olarak öğretmek için ders kitaplarındaki arabuluculuk görevleri CEFR'e göre düzenlenmeli ve açık bir amaç veya anlamdan yoksun olmamalıdır. Herhangi bir arabuluculuk görevinin günlük hayata yerleştirilmesi, sabitlenmesi gerektiği öncülünden başlayarak, öğrenenlerin dil öğrenme sürecine fayda sağlayabileceği iyi uygulama ve arabuluculuk etkinliği dil materyallerine dahil edilmelidir.

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IRIS MURDOCH'S *THE BLACK PRINCE* AS A REPRESENTATION OF OUR CURRENT CONDITION

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Abstract

One of the most prominent figures in British literature, Iris Murdoch (1919-1999) has left an indelible stamp on world literature with her philosophically enriched novels such as *The Sacred and Profane Love Machine* (1974), *A Word Child* (1975), or *Henry and Cato* (1976). Yet, her novel *The Black Prince* (1973) has been accepted as her most applauded one. The novel, which is certainly marked by postmodern elements, is about Bradley Pearson, an ageing writer who falls in love with a young woman. In the middle of his solitary existence, he becomes suffocated by various events and people who try to occupy his personal space. This study is going to analyze Murdoch's *The Black Prince* in terms of its resemblance to our current condition under the stress of pandemic. Similar to Bradley's instant encounter with several problems the solutions to which he does not know, we came face to face with the problem that we don't know how to react to. However, similar to Bradley, who has to find some kinds of answers to the questions bothering him, we are expected to fight back and survive in today's condition. The study will conclude that as human beings living in an uncertain and unpredicted universe, we have to adapt ourselves to every situation in order to survive.

1 Introduction

Iris Murdoch, an author with a genuine gift of expression, produced such applauded works like *The Sacred and Profane Love Machine* (1974), *A Word Child* (1975) and *Henry and Cato* (1976). And *The Black Prince* (1973) is regarded by many critics as her best novel. Besides these famous works, Murdoch is famous for her philosophical writing. Much of her discussion in her writings is supported by her profound knowledge of Plato, whom she admired. Murdoch was also greatly influenced by Shakespeare. Shakespeare's greatest work, *Hamlet*, is clearly seen in Murdoch's *The Black Prince*. Intertextuality, as Orr quotes, "is the power of the written text" to use the different organization of the earlier texts (2003, p. 10). *Hamlet* enriches Murdoch's novel as it provides the reader with

the vast theatrical vision of the play. Yet, notwithstanding Murdoch's novel's obvious similarity with Shakespeare's play, *The Black Prince* successfully stands as an independent literary work. This study will scrutinize the novel in terms of the unexpectedness of the occurrences that befall the protagonist and that can be resembled to our current condition during the pandemics.

The Black Prince is about a fifty-eight years old Bradley Pearson, a writer experiencing a writer's block. First, he realizes that his ex-wife Christian has come to the city. Then he hosts his depressive sister Priscilla whose husband is planning to start a new life with a younger woman. Bradley is also finds himself trapped in familial problems of the Baffins, his friend's family. Meanwhile, Rachel and Arnold Baffin's twenty-year old daughter Julian grasps Bradley's attention. While trying to solve Priscilla's marriage problems, Bradley goes through the news about Christian and Arnold's relationship, his inability to have a relationship with Rachel, and a fresh love affair with Julian. Moreover, Priscilla commits suicide. After leaving the city for some time, Bradley comes back to attend Priscilla's funeral and is caught in another difficult condition. During one of their ordinary quarrels, Rachel kills Arnold; she calls Bradley and when he comes, it turns out that he is accused of the murder. He writes the book in prison and in the postscript, it is said that Bradley dies of cancer. Under the light of this summary, it is obvious that one of the themes of the novel is the theme of unexpectedness.

Murdoch's novel *The Black Prince* can be also associated with Nietzschean concept of the superman if the theme of unexpectedness is taken into consideration. While putting forward his theory of nihilism, Nietzsche claims that human beings capable to overcome nihilistic nature of existence can be called supermen. They are the people who welcome chaos and abyss because they are strong enough to withstand it.

One could conceive of such a pleasure and power of self-determination, such a *freedom* of the will that the spirit would take leave of all faith and every wish for certainty, being

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

practiced in maintaining himself on insubstantial ropes and possibilities and dancing even near abysses (1974, 347).

Paul Glenn discusses the difference between the strong and the weak in terms of their acceptance of suffering in life: “the healthy have the ability to look into abysses and not turn away from life; they affirm life despite ugly and painful truths. This is Nietzsche’s definition of a Dionysian person” (2004, p. 579).

This is exactly what Bradley experiences at the end of the novel. He is embraced by uncertainty, doubt and eternal change. Yet, he just gains an inspiration to create a new book that can be called his magnum opus.

11 *The Black Prince* and Unexpectedness

At the beginning of the novel, we learn that Bradley wants to leave the city: “As I have explained, I was about to leave London” (1982, p. 21). Yet, what the novel presents is the fact that life has its own plans for us. Bradley experiences it and describes it in his novel. To begin with, Arnold Baffin’s call becomes the first attack that Bradley gets in the novel. Bradley, who is already surprised by his ex-wife’s arrival in the city, tries to comprehend the sad reality of the Baffins when he hears Arnold’s confession: “I think that I may have just killed Rachel” (1982, p. 28). Although Rachel is not dead after this incident, everything starts from this point. Bradley is pulled into an unexpected swirl of events that leave him in a condition that he does not know how to deal with.

Second, Bradley is unwillingly tries to help his sister Priscilla whose unhappy marriage causes Bradley go through some unexpected events. Despite the fact that Priscilla accomplishes her ambition to marry a rich husband, she cannot preserve it. Eventually, her husband Roger has an affair with his secretary Marigold and this brings about a child-on-the-way. Actually, Bradley is never ready to deal with Priscilla’s marital problems:

I felt blank dismay, instant fear for myself. I did not want to be involved in any mess of Priscilla’s. I did not even want to have to be sorry for Priscilla. Then I thought, of course there is exaggeration, misconception (1982, p. 72).

Bradley’s hope for Priscilla’s disappearance perishes and Bradley becomes more involved in the affair.

Priscilla convinces him to pay a visit to her house and fetch her valuable belongings.

O God, if only I’d taken my jewels with me, they mean so much to me, I saved up to buy them, and the mink stole. And there’s two silver goblets on my dressing table and a little box made of malachite (1982, p. 86-87).

Not being able to reject Priscilla’s request, Bradley goes to her house just to learn that Roger starts living with his mistress. So for Bradley this becomes another blow as he understands that there is not escape from Priscilla, who has nowhere to go.

I felt, after leaving Roger and his Marigold, a humiliated misery which made me almost hysterical with anger. I saw, for this time, with perfect clarity how unjust and how unkind life had been to my sister. I felt a frenzy of remorse because I had no somehow imposed my will upon Roger and really made him suffer. I felt so unhappy and ashamed because I had not brought away even the few little pieces of consolation which she had, really with such humility, wanted: the ‘diamante set’, the crystal and lapis necklace, the amber ear-rings (1982, p. 108).

What Bradley feels as a result of his encounter with Roger makes him understand the vulnerability of human beings. He cannot understand whether he should be sorry for himself, Priscilla, or Roger whom he bothered by his unexpected visit. Yet, what he discovers is the possibility of a love affair with a young woman, which indeed, he also experiences: “I can see that living with a girl who could be your daughter must be more fun than observing the marriage vows with an elderly woman” (1982, p. 104). Priscilla’s condition worsens just making Bradley’s mind more confused. She tries to commit suicide and when Bradley sees her unmoving body, he is completely lost:

The bottle fell to the floor.

I picked it up. The label meant nothing to me. I made a sort of dart at Priscilla, trying stupidly to pull the bedclothes up over her, but one of her legs was on top of them. I ran out of the room.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

In the hall I ran to and fro, starting off back to the bedroom, then running towards the flat door, then back to the telephone. As I reached the telephone it began to ring, and I picked it up (1982, p. 75).

He has no idea of what he is doing and he does not know what he should do in such situations. In other words, Priscilla's problems that collapsed on Bradley in a heap paralyzed him; he feels desperate because he does not know what to feel, how to behave, or what to do.

Next, all of a sudden Bradley realizes how much he is tired of seeing people's unhappiness. He becomes aware of the fact that a woman's crying paralyzes him. Rachel's crying, for instance, throws him in profound thinking: "A woman's crying can sicken one with fright and guilt, and this was terrible crying" (1982, p. 35). So, in a way, Bradley finds out a new dimension of his existence: his unhealthy disposition towards others. When Priscilla cries, Bradley feels the same: "She looked so pitiful and ugly" (1982, p. 74) that Bradley "felt shaken" (1982, p. 75). "I cannot stand unbridled displays of emotion and women's stupid tears" (1982, p. 75). He is afraid of women and feels being accused of their despondency. He even dislikes his sister Priscilla when she cries about her failure to save her marriage (Phillips, 1991, p. 288). Yet, Bradley's way to overcome such instances of unhappiness is through comical phrases:

Priscilla suddenly started to scream quietly. 'Scream quietly' may sound like an oxymoron, but I mean to indicate the curiously controlled rhythmic screaming which goes with a certain kind of hysterics. Hysterics is terrifying because of its willed and yet not willed quality. It has the frightfulness of a deliberate assault on the spectators, yet it is also, with its apparently unstoppable rhythm, like the setting going of a machine. It is no use asking someone in hysterics to 'control themselves'. By 'choosing' to become hysterical they have put themselves beyond ordinary communication (1982, p. 225).

Bradley's narrative depicts a lot of comical elements, which he uses interchangeably with the real events (Hague, 1984, p. 108). These comical elements depict

Bradley's attempts at comprehending the conditions into which he is forced to enter.

Furthermore, Bradley finds himself in a web of relationships. He learns about his ex-wife's and close friend Arnold's love affair, which moves Bradley and Arnold apart. What is more, Bradley and Rachel feel attracted to each other but fail to have some physical contact. After their decision to go on with their relationship on platonic terms, Bradley realizes that he loves Rachel's daughter, Julian: "I had fallen in love with Julian" (1982, p. 205). Finding himself in rapidly changing circumstances with a quick change of feelings, Bradley just follows his instincts. Hague finds Bradley's description of his feelings towards Julian humorous (1984, p. 112), but this is the only way by which Bradley comes to terms with the unexpectedness of the events in his life:

And it was a *blow*, I was felled by it physically. I felt as if my stomach had been shot away, leaving a gaping hole. My knees dissolved, I could not stand up, I shuddered and trembled all over, my teeth chattered (1982, p. 206).

For a period of time Bradley contemplates his young love. When he finally reveals his feelings to Julian after watching *Rosenkavalier* at Covent Garden, she surprises him by accepting his love. The realization of the Baffins' rejection of the relationship makes the couple flee to Patara, where they spend their "honeymoon". Julian's being with him makes Bradley feel the change in him: "Human love is the gateway to all knowledge, as Plato understood. And through the door that Julian opened my being passed into another world" (1982, p. 390). Julian makes Bradley re-evaluate people's behavior. "For the first time the reader sees him being kind to the most obnoxious of his acquaintances, Roger and Marigold – and to Christian, his former wife, who finds his discourse so congenial that she proposes remarriage" (Heusel, 1995, p. 131). This change in Bradley attracts Christian's attention and she is dragged towards Bradley, which is another surprise in Bradley's life. Eventually, Bradley's unexpected love affair with Julian turns to be unhealthy because they cannot deal with the speed of the changes in their lives. In other words, nothing goes smoothly in Bradley's life.

The rapid change of everything around also leaves Bradley in an unwelcome condition. One of the quick changes in the novel is the relationship between Bradley and Arnold. Arnold becomes Bradley's enemy throughout the novel, which actually leads to Bradley's

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

imprisonment. As Arnold is a writer too, Bradley's chance of writing a successful novel might induce Arnold to have some kind of antagonistic attitude towards Bradley, as Tankut suggests (2001, p. 45). There is also a possibility of Bradley's jealousy of Arnold's literary success. Arnold starts a relationship with Bradley's ex-wife Christian and feels that it inspires him:

Anyway, that's point one. I am *really* in love and it's terrible experience. I don't think I've ever felt quite like this before. I'm turned inside out, I'm living in a sort of myth, I've been depersonalised and made into somebody else. I feel sure, by the way, that I've been *completely transformed* as a writer. These things connect, they must do. I shall write much better *harder* stuff in future, as a result of this, whatever happens (1982, p. 253).

Later on, Bradley's flirting with Rachel just worsens the friendship between Bradley and Arnold and, eventually, Bradley's love affair with Julian just brings this friendship to an abrupt end. In a way, it can be argued that a twenty-year-old girl is Bradley's means to overcome Arnold (Phillips, 1991, p. 288). At the end, Bradley's being sentenced to imprisonment is his coming to terms with the enmity towards Arnold. Bradley's acceptance of the sentence might be seen as his desire to be responsible for Arnold's perish.

Finally, Bradley's being accused of Arnold's murder is another event that collapses on him unexpectedly. According to what Bradley writes in his novel, Arnold's death is not something that he planned or something that he was expecting. Yet, as with other events in his life, he greets it with humor. Firstly, he describes his court experience as if he watches someone from a distance: "It was like going through a glass and finding oneself inside a picture by Goya" (1982, p. 381). And as he writes in his book, he seemed gay for the others: "Some newspapers said I seemed to enjoy my trial. I did not enjoy it, but I experienced it very intently and fully" (1982, p. 383). As it was mentioned above, Bradley's and Arnold's friendship ended in enmity; thus, Bradley's behavior during his trial may seem as his victory. However, as this study argues, it is his technique to fight back the fluctuating nature of life. Bradley understands that it is impossible to come against life's challenges.

Everything that Bradley goes through leaves him doubtful of everybody. Yet, he confides in Loxias, the

editor of his book. He directly addresses Loxias in his writing: "Of course the whole of what I write here, and perhaps somehow unconsciously my whole *oeuvre*, has been a communication addressed to you" (1982, p. 79).

Loxias, in turn, has his parts in the text and addresses the reader; he stresses Bradley's loneliness: "He needed someone to believe him and someone to believe in him. He found me, his *alter ego*, at the time needful" (1982, p. 9).

Bradley's story that reaches the reader comes from Loxias' supervision which suggests some kind of doubt. Yet, Loxias seems to be the only source of reliance for Bradley. What this story shows is that Bradley falls prey to the events that collapse on him in a much unexpected manner. Bradley changes drastically:

At the end of the novel Bradley, sentenced to life imprisonment for the murder of Arnold Baffin, a crime which not he but Arnold's wife has almost certainly committed, has become a more complete human being and a better artist because he has learned to love somebody other than himself and in prison he finally succeeds in writing his *magnum opus*, *The Black Prince* (Phillips, 1991, p. 270).

The Black Prince, the book of doubt, uncertainty, change, and flexibility shows that Bradley has come to comprehend life's only reality: nothing is certain, nothing is permanent.

3 Conclusion

The whole world undergoes the severe pandemic restrictions that left humanity with nothing more than just watching what befalls us next. With the first announcement of the Chinese originated Covid-19 virus in November 2019, the whole world was thrown into Bradley-like condition. Nobody knew what to do next, how to preserve oneself from the disease. Some actions were taken, but to no avail. Murdoch's aim in writing this novel seems to be the desire to depict this sense of unexpectedness in a more vivid form. Moreover, she adds humor which softens the tense atmosphere of the novel and it relieves the characters from the anxiety caused by the immediate circumstances. In short, Bradley comes to terms with the idea of unexpectedness with the help of humor and at the end of the novel we see a transformed character that is able to create a piece of work. Rather than fighting against the flow of life in order to establish one's strict principles and rules, a

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person should shape oneself according to the changes and be ready for every kind of chaos.

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YABANCI DİL OLARAK TÜRKÇE ÖĞRETİMİNDE NOKTALAMA İŞARETLERİ VE YAZIM KURALLARI ÖĞRETİMİNE İLİŞKİN ÖĞRETİCİ GÖRÜŞLERİ

Instructor Opinions About Punctuation Marks And Spelling Rules In Teaching Turkish As A Foreign Language

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Öz

Bu çalışmanın amacı yabancı dil olarak Türkçe öğreticilerinin noktalama işaretleri ve yazım kuralları konularının öğretimine ilişkin görüşlerini saptamak olmuştur. Çalışma verilerinin çözümlenmesinde nitel araştırma yöntemlerinden betimsel çözümlenme yöntemi kullanılmıştır. On iki öğreticinin görüşlerine başvurulduğu çalışmada verilerin elde edilmesi için katılımcılara yirmi bir sorudan oluşan yapılandırılmış görüşme formu uygulanmıştır. Çalışmanın sonucunda öğreticilerin çoğunun noktalama işaretleri ve yazım kuralları konularını önemsedikleri, öğretimlerinin yapılmasını gerekli buldukları saptanmıştır.

Anahtar Kelimeler: Yabancı dil olarak Türkçe öğretimi, noktalama işaretleri, yazım kuralları

Abstract

The goal of this context study was to determine the views of Turkish as a foreign language teachers on the teaching of punctuation marks and spelling rules. In the study, the opinions of twelve teachers who teach Turkish as a foreign language were consulted. Descriptive analysis method, one of the qualitative research methods, was used in the analysis of the study data. So as to attain the study data, a semi-structured interview form consisting of twenty-one questions was applied to the participants. In consequence of the study, it was determined that most of the instructors care about punctuation and spelling rules and find it necessary to teach students.

Keywords: Teaching Turkish as a foreign language, punctuation marks, spelling rules

1 Giriş

Dil; insanların iletişim kurmak, bir arada yaşayabilmek ve yaşamını sürdürebilmek için ihtiyacı olan en önemli araçlardan biridir. Dil sayesinde insanlar yüzyıllardır ihtiyaçlarını ve sıkıntılarını anlatabilmiş, topluluklar halinde yaşayabilmiştir. Dil, kişiye kendini ifade edebilme, gereksinimlerini karşılayabilme ve toplum içinde kendine yer bulabilme olanağı sağlar. İnsanlar doğdukları andan itibaren etrafında olup bitenleri ve duyduklarını anlama, anlamlandırma çabası içindedirler. Duydukları tüm kodların bir anlamı olduğunu çözmeye başladıklarında, dil onlar için anlamlı hale gelmeye başlar. Bunun nedeni ise bazı durumlar dışında biyolojik olarak hepimizin yaradılıştan var olan dil yetisini kullanma çabasıdır. Bu durum dilbilimciler tarafından da zaman zaman farklı ifadelerle dile getirilmiştir: “Dil, özünde yalnızca insanlara ait, ciddi patolojik durumlar dışında tüm insanlar arasında neredeyse hiç farklılık göstermeyen ve doğuştan var olan biyolojik ortaklığımızın genel bir parçasıdır.” (Chomsky, 2009; 13).

Dil öğretiminde, sadece iletişimsel beceriler bir dilin öğrenilmiş olması için yeterli değildir. Dil öğrencisinin, dilin temel beceri alanları olan okuma, yazma, dinleme ve konuşma becerilerinin tamamını da etkin şekilde kullanması gerekir. Bu becerilerden yazma becerisi, öğrencilerin kendilerini yazılı olarak doğru ve güzel şekilde ifade edebilmesini, sınıf içi etkinliklere katılım sağlayabilmesine olanak tanır. “Yazma becerisi öğretiminin önemli bir boyutunu, noktalama kurallarını etkili bir biçimde öğretme ve bu kuralları doğru bir biçimde uygulayabilme becerisi kazandırabilme oluşturur.” (Bağcı ve Karagül, 2013, s. 314).

Bu öğretim kapsamında noktalama işaretlerinin düzgün kullanımı dilin işleyişini sağlama, dilin yapı ve anlam özelliklerini koruma, yazı dili ile konuşma dili arasında ilişki kurma gibi açılardan önemlidir (Maden, 2013). Sözlü anlatımda bizler nasıl ki beden dili, jest ve mimiklerimizle anlatmak istediklerimiz güçlendiriyor ve destekliyorsak yazılı anlatımda da aynı işlevi noktalama işaretli ile sağlarız.

Noktalama işaretleri, cümlelerin mimikleri gibidir. Nasıl ki yüzümüzde hiçbir jest olmadan ve beden dilimizi hiç kullanmadan yapacağımız bir anlatım donuk ve ifadesiz olacak, anlatmak istediğimiz hususları destekleyemeyecekse noktalama işaretleri kullanmadan yazdığımız bir yazı da anlatmak istediklerimizi tam olarak aktarmayacaktır. Noktalama işaretlerinin yanı sıra yazım kuralları konusu da yazma becerisinde önemli bir noktaya sahiptir. Öğrencilerin kullanmak istedikleri sözcükleri doğru ve kurallı yazabilmesi, anlatmak istediklerini doğru anlatmaları bakımından önem taşır. İmla kurallarına uyulmadığında bazen bir harf veya düzeltme işareti dahi cümlenin anlamında büyük değişikliklere yol açabilmektedir. Özellikle belli bir eğitim seviyesine gelmiş bireylerin lise ve dengi okullardan mezun olduktan sonra yazımla ilgili böyle hatalar yapmaları eğitim seviyeleri ile bağdaşmaz. Yabancı dil olarak Türkçe öğrenen bireylerden de aynı davranışlar beklenir.

Yabancı dil olarak Türkçe öğrenen bireylerin en büyük ihtiyaçlarından biri de yazma becerilerini doğru ve etkin biçimde kullanmak olacaktır. Türkçeyi yabancı dil olarak öğrenen bireylerin Avrupa Ortak Çerçeve Metni'nde yer alan kazanımları karşılamaları beklenir. Avrupa Diller Ortak Çerçeve Metni'nde yazma becerisi kazanımları şöyle belirlenmiştir: A1 seviyesinde kısa ve basit cümlelerle kartpostal yazma, A2 seviyesinde kısa, basit notlar ve iletiler yazma, teşekkür mektubu gibi kısa ve basit mektuplar yazma, B1 seviyesinde bildiği konulara ilişkin basit metinler yazma, B2 seviyesinde hazırladığı raporlarda edindiği bilgileri ve argümanları aktarma, C1 seviyesinde karmaşık konularla ilgili mektup, kompozisyon yazma, C2 seviyesinde farklı kaynaklardan bilgileri özetleme, argümanlar ve raporlanan durumları tutarlı bir şekilde aktarma. Avrupa Dilleri Ortak Çerçeve Metni'nde verilen bu kazanımlara da bakıldığında kazanımların eksiksiz şekilde yerine getirilebilmesi yazma becerisinin eksiksiz kullanılabilmesine işaret eder.

Yabancı dil olarak Türkçe öğretiminde de yazılı anlatım becerilerini geliştirmek büyük bir önem arz eder. Avrupa Dilleri Ortak Çerçeve Metni'nde A1, A2, B1, B2, C1 ve C2 seviyeleri için hazırlanmış olan yazılı

anlatım çalışmaları bulunmaktadır. Ancak noktalama işaretleri ve yazım kuralları bilinmeden yazma eğitiminde tam anlamıyla bir ilerleme kaydedilemeyeceği de göz önünde bulundurulduğunda hem ana dili olarak Türkçe öğretiminde hem de yabancı dil olarak Türkçe öğretiminde noktalama işaretleri ve yazım kuralları öğretimi tam anlamıyla gerçekleştirilmelidir Ana dili olarak Türkçe öğretiminde ise MEB tarafından hazırlanan Türkçe Dersi Öğretim Programı'nda hem noktalama işaretleri hem de yazım kurallarına ait kazanımlar belirlenmiştir. Ancak yabancı dil olarak Türkçe öğretiminde kullanılan ders kitapları incelendiğinde noktalama işaretleri ve yazım kuralları öğretimi için ayrılmış herhangi bir ünite veya konu başlığına rastlanmamıştır.

Alan yazınına bakıldığında noktalama işaretleri ve yazım kurallarının öğretimine dair Kurudayıoğlu ve Dölek (2018), Fidan (2019) ve Genç (2017) tarafından yapılan çalışmalara rastlanmaktadır. Konu yalnızca birkaç kitapta kısa bölümler halinde yer almaktadır. Alan yazınında yabancı dil olarak Türkçe öğretimi yapan öğrencilerden toplanan verilerle yapılmış ve kitaplarda yeterince bahsi geçmeyen bu konuların öğretiminin nasıl gerçekleştirildiğine ilişkin bilgilerin bulunduğu bir çalışmaya rastlanmamış olunması bu çalışmanın çıkış noktasıdır.

12 Yöntem

Çalışma, nitel araştırma yöntemlerinden betimsel çözümlene kullanılarak oluşturulmuştur. "Durum çalışmaları, bilimsel sorulara cevap aramada kullanılan ayırt edici bir yaklaşım olarak görülmektedir." (Büyüköztürk ve diğerleri, 2020: 23).

a. Çalışma Grubu

Araştırmanın çalışma grubunu Kovid-19 Pandemisi esnasında uzaktan eğitim yoluyla Türkçe öğretimi gerçekleştiren on iki katılımcı oluşturmuştur.

b. Çalışma Prosedürü

Çalışma için öncelikle Nevşehir Hacı Bektaş Veli Üniversitesi Etik Kurulu'na çalışma için gerekli belgeler gönderilmiştir. Etik Kurul kararı olumlu yönde olmuştur. Gerekli izinlerin alınmasının ardından katılımcı listesinde bulunan katılımcılara elektronik posta yoluyla ulaşılmıştır. Katılımcılar bilgilendirilmiş onam formunu onaylayarak doldurdıkları yarı yapılandırılmış görüşme formuyla birlikte tarafımıza iletilmişlerdir. Bu işlemin ardından toplanan veriler işlenmeye başlanmıştır.

c. Veri Toplama Araçları

Öğreticilere cevaplandırılmak üzere yapılandırılmış görüşme formu hazırlanmıştır. “Yapılandırılmış görüşmeler hem sabit seçenekli cevaplamayı hem de ilgili alanda derinlemesine gidebilmeyi birleştirir.” (Büyükoztürk ve diğerleri, 2020: 159). Hazırlanan

yapılandırılmış görüşme formu alanda uzman üç kişinin değerlendirilmesine sunulmuştur. Uzman değerlendirmeleri neticesinde görüşme formu yeniden yapılandırılmış ve başlangıçta 8 olan soru sayısı 21’e çıkarılmıştır. Bu sayede yarı yapılandırılmış görüşme formunun iç geçerliği sağlanmıştır.

13 Bulgular

Çalışmanın bu bölümünde yarı yapılandırılmış görüşme formlarından elde edile veriler ortaya konulmaktadır. Bulgular, katılımcılara yöneltilen sorular çerçevesinde sunulmaktadır.

Tablo 1. Yabancılara Türkçe Öğretiminde Seviyelere Göre Noktalama İşaretleri Öğretiminin Dağılımı

Görüşler	f	%
A1	11	25,58
A2	11	25,58
B1	9	20,93
B2	7	16,28
C1	4	9,30
C2	1	2,33
TOPLAM	43	100,00

Tablo 2. Yabancılara Türkçe Öğretiminde Noktalama İşaretleri Öğretiminin Sıralaması

Görüşler	f	%
Sık kullanılanlardan az kullanılanlara doğru.	3	37,50
Nokta, virgül, soru işareti, ünlem, kesme işareti, konuşma çizgisi	1	12,50
noktalı virgül.		
Nokta, virgül, üç nokta, tırnak işareti.	1	12,50
Kolaydan zora.	1	12,50
Nokta, soru işareti, virgül, kesme işareti ve tırnak.	1	12,50
Nokta, virgül, soru işareti, ünlem, iki nokta ve tırnak.	1	12,50
TOPLAM	8	100,00

Tablo 3. Yabancılara Türkçe Öğretiminde Noktalama İşaretlerinin Öğretimine İlişkin Yaklaşımlar

Görüşler	f	%
Sezdirerek.	6	66,67
Doğrudan.	2	22,22
Her ikisi de.	1	11,11
TOPLAM	9	100,00

Tablo 4. Yabancılara Türkçe Öğretiminde Noktalama İşaretleri Öğretiminde İzlenen Süreçler

Görüşler	f	%
Metin odaklı.	10	90,91
Metin odaklı ve metinden bağımsız.	1	9,09
TOPLAM	11	100,00

Tablo 5. Yabancılara Türkçe Öğretiminde Noktalama İşaretlerinin Öğretiminin Gerekliği Hakkında Görüşler

Görüşler	f	%
Her koşulda gereklidir	7	53,85
Hedef kitlenin amacına göre gereklidir	3	23,08
Öğrenci profiline göre gereklidir	1	7,69
Gerekli değildir	1	7,69
Dil seviyesine göre gereklidir	1	7,69
TOPLAM	13	100,00

Tablo 6. Yabancılara Türkçe Öğretiminde Öğrencilerin Zorlandıkları Noktalama İşaretleri

Görüşler	f	%
Kesme işareti.	10	37,04
Virgül.	5	18,52
Noktalı virgül.	4	14,81
Ünlem.	3	11,11
İki nokta.	2	7,41
Kısa çizgi.	2	7,41
Nokta.	1	3,70
TOPLAM	27	100,00

Tablo 7. Yabancılara Türkçe Öğretiminde Noktalama İşaretleri Öğretiminde Zorlanan Öğrenci Profili

Görüşler	Bölümler	Yüzde
Arap uyruklu öğrenciler.	4	33,33
Afgan öğrenciler.	3	25,00
Alfabesi farklı olan öğrenciler.	2	16,67
Noktalama işaretleriyle daha sık karşılaşan öğrenciler.	1	8,33
Öğrenci profiline göre değişmiyor.	1	8,33
40 yaş üstü öğrenciler.	1	8,33
TOPLAM	12	100,00

Tablo 8. Türkçe Öğrenen Yabancı Öğrencilerin Türkçe Yazılı Anlatım Çalışmalarında Noktalama İşaretlerine Dikkat Etme Oranları

Görüşler	f	%
Dikkat edilmiyor.	6	50,00
Dikkat ediliyor.	6	50,00
TOPLAM	12	100,00

Tablo 9. Yabancılara Türkçe Öğretiminde Noktalama İşaretleri Öğretiminde Kullanılan Teknikler

Görüşler	f	%
Özel bir teknik kullanmayanlar.	3	27,27
Metin odaklı teknikler.	3	27,27
Soru cevap, drama.	1	9,09
Doğrudan uyarma.	1	9,09
Sınıf içi etkinlikler.	1	9,09
Bireysel değerlendirmeler.	1	9,09
Basitten karmaşığa ve örnekten kurala.	1	9,09
TOPLAM	11	100,00

Tablo 10. Yabancılara Türkçe Öğretiminde Noktalama İşaretlerinin Öğretiminde Karşılaşılan Zorluklar

Görüşler	f	%
Zorlukla karşılaşmayanlar.	3	25,00
Ortak bir ekolün bulunmaması.	2	16,67
Öğrencilerin ana dilleriyle kıyaslama yapması.	1	8,33
Cümle dizilişlerini anlatmak.	1	8,33
Gereksiz bağlaç kullanımını aşamamak.	1	8,33
Hem bağlaç hem noktalama işareti kullanmaları.	1	8,33
Kaynak kitaplardan destek alınamaması.	1	8,33
Materyal bulmadaki zorluk.	1	8,33
Alfabe farklılıklarından kaynaklanan zorluklar.	1	8,33
TOPLAM	12	100,00

Tablo 11. Yabancılara Türkçe Öğretiminde Öğretmenlerin Seviyelere Göre Öğrettikleri Yazım Kuralları Dağılımı

Görüşler	f	%
A1	10	26,32
A2	9	23,68
B1	8	21,05
B2	7	18,42
C1	4	10,53
TOPLAM	38	100,00

Tablo 12. Yabancılara Türkçe Öğretiminde Derslerde Yazım-İmla Kılavuzu Kullanma Durumu

Görüşler	f	%
Yazım-ımla kılavuzu kullanmayanlar.	4	33,33
İhtiyaç duydukça kullananlar.	4	33,33
Mutlaka, düzenli olarak kullananlar.	3	25,00
Başlangıçta kullanmayıp ileri seviyede kullananlar.	1	8,33
TOPLAM	12	100,00

Tablo 13. Yabancılara Türkçe Öğretiminde Türkçe Öğretiminde Öğretilen Yazım Kurallarının Sıralaması

Görüşler	f	%
Seviyelere göre sıralama izleyenler	5	62,50
Kolaydan zora doğru bir sıralama izleyenler	2	25,00
Belirli bir düzen izlemeyenler	1	12,50
TOPLAM	8	100,00

Tablo 14. Yabancılara Türkçe Öğretiminde Yazım Kurallarının Öğretimine İlişkin Yaklaşımlar

Görüşler	f	%
Sezdirerek.	6	66,67
Doğrudan.	2	22,22
Her ikisi de.	1	11,11
TOPLAM	9	100,00

Tablo 15. Yabancılara Türkçe Öğretiminde Yazım Kurallarının Öğretiminde İzlenen Süreçler

Görüşler	f	%
Metin odaklı.	9	81,82
Metinden bağımsız.	1	9,09
Her ikisi.	1	9,09
TOPLAM	11	100,00

Tablo 16. Yabancılara Türkçe Öğretiminde Yazım Kuralları Öğretiminin Gerekliği Hakkında Görüşler

Görüşler	f	%
Gereklidir.	8	72,73
Her koşulda gereklidir.	2	18,18
Hedef kitlenin amacına göre gereklidir.	1	9,09
TOPLAM	11	100,00

Tablo 17. Yabancılara Türkçe Öğretiminde Öğrencilerin Zorlandıkları Yazım Kuralları

Görüşler	f	%
Noktalama işaretlerinin yanlış kullanımı.	4	40,00
Birleşik kelimelerin yazımı, ses olayları, ile'nin yazımı.	1	10,00
Bulunma eki olan "da"nın yazımı.	1	10,00
"mi" soru ekinin yazımı, ses olaylarının yazımı.	1	10,00
Özel isimlerin yazımı, büyük harflerin kullanımı.	1	10,00
TOPLAM	10	100,00

Tablo 18. Yabancılara Türkçe Öğretiminde Yazım Kuralları Öğretiminde Zorlanan Öğrenci Profili

Görüşler	f	%
Arap öğrenciler.	2	20,00
İlgisiz öğrenci profili.	2	20,00
Arap uyruklu ve Afrikalı öğrenciler.	1	10,00
Alfabesi farklı olanlar.	1	10,00
Türkçe dil bilgisi zayıf olanlar.	1	10,00
Ana dili Arapça olan öğrenciler.	1	10,00
Afgan öğrenciler.	1	10,00
40 yaş üstü öğrenciler.	1	10,00
TOPLAM	10	100,00

Tablo 19. Yabancılara Türkçe Öğretiminde Yazım Kuralları Öğretiminde Kullanılan Teknikler

Görüşler	f	%
Teknik kullanmayanlar.	3	25,00
Metin odaklı ilerleme.	3	25,00
Soru-cevap.	1	8,33
Öğrenci profiline göre tekniğini değiştirenler.	1	8,33
Dil bilgisi öğretimine ağırlık verme.	1	8,33
Ödevlendirme.	1	8,33
Hataları düzeltme, buluş yoluyla öğretme.	1	8,33
Sık karşılaşılandan az karşılaşılan.	1	8,33
TOPLAM	12	100,00

Tablo 20. Türkçe Öğrenen Yabancı Öğrencilerin Türkçe Yazılı Anlatım Çalışmalarında Yazım Kurallarına Dikkat Etme Oranları

Görüşler	f	%
Dikkat etmiyorlar.	5	41,67
Dikkat ediyorlar.	2	16,67
Öğrenci profiline göre değişkenlik gösteriyor.	2	16,67
Başlangıçta etmiyorlar, ilerleyen seviyelerde dikkat ediyorlar.	2	16,67
Dikkat etmek istiyorlar fakat başarılı olamıyorlar.	1	8,33

TOPLAM 12 100,00

Tablo 21. Yabancılara Türkçe Öğretiminde Yazım Kuralları Öğretiminde Karşılaşılan Zorluklar

Görüşler	f	%
Zorluk yaşamayanlar.	2	20,00
Öğrencilerin anadillerinde olmayan kuralları öğretmekte zorluk yaşayanlar.	2	20,00
Ortak bir ekolün bulunmamasından dolayı zorluk yaşayanlar.	1	10,00
Sözcük diziminin anlaşılmasından kaynaklı sorun yaşayanlar.	1	10,00
Birleşik ve ayrı yazılan sözcüklerin anlaşılmasından kaynaklı zorluk yaşayanlar.	1	10,00
Materyal eksikliğinden ötürü zorluk yaşayanlar.	1	10,00
Alfabe farklılıklarından dolayı zorluk yaşayanlar.	1	10,00
Aynı hataların tekrar edilmesinden kaynaklı zorluk yaşayanlar.	1	10,00
TOPLAM	10	100,00

14 Sonuç, Tartışma ve Öneriler

Bu araştırmada, öğrencilerin noktalama işaretleri ve yazım kuralları öğretiminde kullandıkları özel tekniklerin olup olmadığı sorgulanmıştır. Öğreticilerin %27,27'lik bölümü noktalama işaretlerinin öğretiminde, %25'lik bölümü ise yazım kurallarının öğretiminde herhangi bir teknik kullanmadıklarını belirtmişlerdir.

Noktalama işaretlerinin öğretim tekniklerinde öğrencilerin %27,27'si metin odaklı teknikler, %9,09'u soru cevap ve drama tekniği, %9,09'u öğrenciyi doğrudan uyarma, %9,09'u sınıf içi etkinliklerle öğretim tekniği, %9,09'u basitten karmaşığa ve örnekten kurala ilkeleriyle öğretim tekniği, %9,09'u da bireysel değerlendirmeler üzerinden yürüttükleri saptanmıştır.

Yazım kurallarının öğretim tekniklerinde teknik kullanmayan %25'lik kısım, metin odaklı teknikler kullanan %25'lik kısım olduğu saptanmıştır. Ayrıca öğrencilerin %8,33'ü soru cevap tekniği, %8,33'ü dil bilgisi üzerinden ilerleme, %8,33'ü ödevlendirme, %8,33'ü hataları düzeltme ve buluş yoluyla öğretim tekniği, %8,33'ü sık karşılaşılandan az karşılaşılan tekniği ile yazım kuralları öğretimini gerçekleştirmektedir.

Yazım kuralları öğretiminde katılımcıların %8,33'ü tekniğini öğrenci profiline göre değiştirmektedir. Öğreticiler, zaman zaman geleneksel tekniklere başvursalar da çoğunluk olarak farklı teknikler uygulayarak yapısalıcı yaklaşımlar çerçevesinde öğrenciyi öğrenme sürecine dâhil edecek ve öğrenciyi özerlik kazandıracak teknikler uygulamaktadırlar. Bu

bağlamda öğrencilerin noktalama işaretleri ve yazım kuralları öğretimi yaklaşımlarına da bakıldığında noktalama işaretlerinin öğretiminde öğrencilerin %90,91'i öğretimi metin odaklı gerçekleştirmekte ve %66,67'si öğretimi sezdirme yoluyla gerçekleştirmektedir. Yazım kuralları öğretiminde ise öğrencilerin %81,82'si öğretimi metin odaklı gerçekleştirmekte ve yine %66,67'si öğretimi sezdirme yoluyla gerçekleştirmektedir.

Noktalama işaretleri ve yazım kuralları öğretimi konusunda ortak bir müfredat veya öğretmen kılavuzu bulunmaması sebebiyle bu araştırmada öğrencilerin noktalama işaretlerinin öğretimi sıralamasında nasıl bir yol izledikleri saptanmıştır. Öğreticilerin noktalama işaretlerinin büyük bir bölümünü başlangıç seviyeleri olan A1 ve A2 seviyelerinde öğrettiği C1 ve C2 seviyelerine kadar tüm noktalama işaretlerinin öğretimini tamamladıkları saptanmıştır. Yazım kuralları öğretiminde öğrencilerin büyük çoğunluğu yine noktalama işaretlerinde olduğu gibi başlangıç seviyeleri olan A1 ve A2 seviyesinde basit konulardan başlayarak C1 seviyesine kadar bu öğretimi tamamladıkları tespit edilmiştir. Öğreticiler C1 ve C2 seviyelerine gelindiğinde bu konuların pekişmesi ve tekrarına zaman ayırmaktadırlar.

Yine bu bağlamda öğrencilerin hangi yazım kuralları ve noktalama işaretlerini ne zaman öğrettikleriyle ilgili bilgiler saptanmaya çalışılmıştır. Öğreticilerin %37,50'si noktalama işaretlerinin öğretimini sık kullanılanlardan az kullanılanlara doğru, %62,50'si ise kendi belirledikleri sıralamaya göre yapmaktadırlar. Yazım kurallarının öğretiminde ise

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

öğreticilerin %62,50'si seviyelere göre bir sıralama izlerken, %25'i kolaydan zora doğru bir sıralama takip etmektedir. Öğreticilerin %12,50'lik bölümünün herhangi bir sıra takip etmediği saptanmıştır.

Öğreticilerin derslerinde yazım kılavuzuna başvurup başvurmadıkları saptanmaya çalışılmış ve elde edilen sonuçlara göre öğretmenlerin %33,33'nün derslerinde yazım kılavuzu kullanmadığı, %33,33'ünün ihtiyaç anında kullandığı, %25'inin her zaman kullandığı, %8,33'ünün başlangıç seviyelerinde kullanmayıp ileri seviyelerde kullandıkları saptanmıştır.

Çalışmada öğrencilerin öğrenmekte zorluk çektikleri noktalama işaretleri ve yazım kuralları saptanmaya çalışılmıştır. Fidan (2019) çalışmasında yabancı dil olarak Türkçe öğrenen öğrencilerin yazılı anlatım metinlerinden topladığı verilerden elde ettiği sonuçlarda ulaştığı sıklıkla yapılan yazım hatalarına paralel sonuçlara ulaşılmıştır. Öğreticiler öğrenciler hemen hemen her noktalama işaretinin kullanımında da hataya düştüklerini söylese de %37,04'lük bölümü öğrencilerin kesme işareti kullanımında hata yaptıklarını söylemiştir. Öğrencilerin en çok yaptığı yazım hatalarının ise noktalama işaretlerinin yanlış kullanımından kaynaklı olduğu saptanmıştır. Ayrıca Fidan'ın (2019) da ulaştığı gibi öğrencilerin 'de' bağlacının ve -de hâl ekinin yazımında ve özel isimlerin yazımında hatalar yaptıkları öğretmenler tarafından dile getirilmiştir.

Çalışmada, öğrencilerin Türkçe yazılı anlatım çalışmalarında noktalama işaretleri ve yazım kuralları konularına dikkat edip etmedikleri saptanmaya çalışılmıştır. Öğreticilerin %50'si öğrencilerin noktalama işaretlerinin doğru kullanımı konusunda dikkatli olduklarını belirtmiştir. Öğreticilerin %16,67'si öğrencilerin Türkçe yazılı anlatım çalışmalarında yazım kurallarına dikkat ettiklerini söylerken, %16,67'si başlangıç seviyelerinde dikkat etmediklerini fakat ilerleyen seviyelerde dikkat ettiklerini söylemiştir. Katılımcıların %16,67'si yazım kurallarına dikkat edilme durumunun öğrenci profiline göre değişkenlik gösterdiğini söylemiştir.

Bu bağlamda çalışmada noktalama işaretleri ve yazım kuralları öğretiminde zorlanan öğrenci profilleri saptanmaya çalışılmıştır. Arap ve Afgan uyruklu öğrencilerin noktalama işaretleri ve yazım kuralları öğretiminde zorlandıkları saptanmıştır. Ayrıca ana dilinde Latin alfabesi kullanmayan ve derse karşı ilgisiz olan öğrenci profiline de noktalama işaretleri ve yazım kuralları öğretiminde zorlandıkları saptanmıştır. Şengül (2014), çalışmasında Arap alfabesini kullanan yabancı

uyruklu öğrencilerin ünlüleri kimi zaman birbirinin yerine kullandıklarını, kimi zaman da hiç kullanmadıkları tespit etmiştir. Bunun sebebinin ise kendi alfabe sistemlerinde ünlüleri üç harfle karşıladıkları olarak sunmuştur. Dolayısıyla Türkçenin alfabe sistemine alışamayıp ünlü harfleri kullanamayan bu öğrenciler Türkçenin ses bilgisi kurallarında da sorun yaşayacaklarından yazım hataları yapmaları kaçınılmaz olacaktır.

Çalışmada son olarak öğretmenlerin noktalama işaretleri ve yazım kuralları öğretiminde zorlandıkları hususlar saptanmaya çalışılmıştır. Öğreticilerin %25'i noktalama işaretlerinin öğretiminde bir zorlukla karşılaşmadıklarını, %16,67'si ise bu çalışmanın da çıkış noktası olan ortak bir ekolün bulunmamasından kaynaklı zorluk yaşadıklarını söylemişlerdir. Farklı alfabe kullanımları, materyal bulmadaki zorluk ve öğrenci kaynaklı zorluklar da öğretmenlerin karşılaştıkları zorluklar arasındadır. Yazım kuralları öğretiminde öğretmenlerin %20'si herhangi bir zorlukla karşılaşmadıklarını söylerken %20'si de öğrencilerin ana dillerinde bulunmayan kuralları öğretmekte zorlandıklarını söylemişlerdir. Yine noktalama işaretleri öğretiminde olduğu gibi ortak bir ekolün bulunmaması, alfabe farklılıkları, materyal bulmada yaşanan zorluk ve öğrenci kaynaklı zorlukların öğretmenlerin yazım kuralları öğretiminde karşılaştıkları zorluklar oldukları tespit edilmiştir.

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SUBSTITUTION OF THE NOUN PHRASE IN THE MACEDONIAN LANGUAGE COMPARED TO THE ENGLISH LANGUAGE

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Abstract

The aim of our paper is to present the substitution of the noun phrase (NP) as a cohesive tie in Macedonian language (ML) compared to the English language. We start with a brief discussion of the substitution definitions, and we point out different kinds of substitution (nominal, verbal, clausal). We emphasize our understanding of this concept and more concretely, the substitution of NP in ML. Substitution is defined as a complex phenomenon. In linguistics, it refers to replacing linguistic elements with other words to avoid repetition. That is, during the substitution process there are two phrases A ... B. This means that instead of repeating the phrase A, a substitution is made with a substitute word or with a substitutive phrase B. Further on, we were investigating the main issue – analyzing examples in Macedonian and their comparison with the same examples in English. Substitution in both languages is cohesive and usually anaphoric, that is, almost every occurrence of substitution is a source of cohesion through what has been previously presented in the text. But the main question is how much of the full phrase is involved in the substitutional lexical element. For that reason, we analyze examples and define which elements of the phrase can be submitted and under which conditions. Furthermore, we explore what similarities and differences there are between these two languages. Examples with cataphora are also included. According to our research, substitution in the Macedonian language in some points differs from this cohesive tie in the English language.

1 Introduction

The purpose of our research is through cohesion to show the grammatical and lexical relationships between the various elements in the text that allow the reader or listener to determine the meaning of the text. The analysis of the excerpted material will show the ways and means of substitution as ways of relation in the Macedonian language compared to the English language.

As this is an extremely relevant issue in terms of linguistic research, we were able to consult extensive English literature. However, we must emphasize that the book Cohesion in English (Michael Halliday and Ruqaiya Hasan,

1976) served as a basis for our research, although substitution as a cohesive relation sometimes differs from English.

15 Methodological approach

Regarding the methodology of the analysis of the excerpted examples, the individual types of substitution will be determined first, and then we will focus on the analysis and comparison of the examples with nominal substitution. Thereby, examples of different functional styles in the Macedonian language will be included to obtain a more accurate overview of this research. For comparison, the same examples will be translated into English.

16 Defining the term substitution

A feature of modern linguistic studies is the text. Cohesion and cohesive ties are the central issues. Cohesion is one of the 7 criteria of textuality (Robert de Beaugrande & Wolfgang Dressler, Introduction to text linguistics, 1981).

Substitution is one of the cohesive ties separated by Halliday and Hasan (1976:88-141) and is a relation in written and spoken texts, but unlike the ellipsis, it is less common in the Macedonian language. Both substitution and ellipsis lead to the economics of linguistic expression. The recipient of the text can focus on the more important parts of the text (and in this regard, it is related to the functional sentence perspective). As with other cohesive ties, substitution requires the additional engagement of the recipient of the text, of course taking into account the context (both linguistic and non-linguistic).

A substitution is a form of assumption, a means of identification by referring to something present in the context (linguistic or non-linguistic), known or at least recognizable by the recipient of the text. It is an omission of linguistic elements and incompleteness in terms of the syntactic structure thus avoiding repetition. When substitution is used, the required element – word, group of words, clause – can be determined by the environment. Thereby, the substitute replaces the presumed element and thus fills the created structural gap.

Substitution is a relation within the text. We define it as a relation on a lexical-grammatical level, although, in our



opinion, it cannot be a question of complete exclusion of semantic relations in any cohesive relation, nor in substitution and ellipsis.

This tie is the replacement of one linguistic lexical element with another (definite). In the process of substitution, there are two expressions A ... B. This means that instead of repeating the expression A, it is replaced by a substitute word or a substitute phrase B.

A A
↓ ↓

[1a.] Подобрo јадн пред јас да јадам.
You better eat before I eat.

A Б
↓ ↓

[1б.] Подобрo јадн пред јас да го правам тоа.
You better eat before I do that.

This means that the substitute is used as a substitution for a certain language element. Consider the following examples:

[2a] - Јас нарачав **овошна торта**.
- Па и јас го нарачав **истото**.

[2б.] - I ordered **a fruit cake**.
- Well, I ordered **the same**.

[3a] - **Учи и не зборувај**.
- Ама таа ми рече дека може да зборувам тука.
- **Прави** како што ти велам јас.

[3б.] - **Learn and do not speak**.
- But she told me I could talk here.
- **Do** as I tell you.

From the examples, it can be concluded that the substitute in both Macedonian and English has the same structural function as the replaced (substituted) element. That is, in example [2] *истото* (the same) is the head of the NP (just like a cake).

In the following example [3] *прави* (do) is the head of the verb phrase and replaces two VP: *учи* and *не зборувај* (*learn* and *do not speak*).

From the point of view of textual cohesion, examples with substitution are generally endophoric and most of them are anaphoric in both Macedonian and English language, although in some cases there is a possibility for cataphoric substitution, as in the following examples:

[4a.] Донка: Длабоко е... Јас да сум на твоето место,
нешто друго **би направила**.
Ленче: Што?
Донка: **Би побегнала!** (ВИ, Б)

[4б.] Донка: It's deep ... If I were you, I **would do something else**.

Ленче: What?

Донка: I would **run away!**

[5a.] *Продолжувам да им го кажувам истото на играчите: можеме да изгубиме мечеви како овој вечерва, тоа не е проблем, но борејќи се како животни како што го правевме тоа до самиот крај.* (УВ)

[5б.] I keep telling **the same** to the players: **we can lose matches like this one this evening, it's not a problem, but fighting like animals as we did it until the very end.**

However, we will emphasize that almost every occurrence of substitution is a source of cohesion through what was previously in the text. Exophoric substitution is rare, and is noted in examples such as the following:

[6a.] **Прави** го на другите она што тебе сакаш да ти го прават. **Не** го прави на другите она што за себе не го сакаш. (мудри мисли)

[6б.] **Do** to others what you want them to do to you. **Don't do** to others what you don't want for yourself. (wise thoughts)

As the analysis of the examples shows, this cohesive tie is not common for the Macedonian language, such as the ellipsis and the reference. On the other hand, it is typical in English.

17 Types of substitution

Since the substitute can replace a noun, a verb and a clause the following types of substitution stand out:

- **Nominal substitution:** *исто, истото* (*the same* or *one/ones* in English)

The nominal substitute replaces the head of a NP or an entire NP.

- **Verbal substitution:** *прави/направи* (*do* in English)

The verbal substitute functions as the head of a VP. Replaces VP represented by a lexical verb or by a complex verb construction in the sentence. The question arises as to whether it can include other elements from the clause or not.

- **Clausal substitution:** *исто, истото* (*so* or *not* in English)

In Macedonian language *исто, истото* can also substitute the whole clause.

18 Nominal substitution

As a substitute for NP in the Macedonian language appears the form for the neuter gender of the adjective *исто*, which with the definite article, i.e. *истото*, functions as a noun.

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The substitute *истото* is a lexical element that replaces a linguistic element that appears earlier in the same context.

There are two substitutes for NP in English. The English substitute one / ones implies the inclusion of new modifiers (this does not mean that none of the given modifiers can be taken over by the full NP). In those examples, the substitute is not identical to the full NP. In the examples in which the substitute one / ones appears in English, in the corresponding examples in Macedonian there is an ellipsis.

[8a.] *Но, мене ми се допаѓаа кованиците, градењето долги еластични зборови со прилепување на кратките.* (АФ, Ш)

[8б.] *But I liked the stickle brick nature of it, building long supple words by putting short ones together.*

[9а.] *Ти ... низаедно!, рекол младот.* (АФ, Ш)

[9б.] *You piece of...!, a young one said.*

[10а.] *Сите го мислеа истото што и тој, или барем половината од нив.* (АФ, Ш)

[10б.] *They all thought the same as he, or at least the half of them.*

[11а.] *...не почувствуваа ли одговорност да го направите истото?* (АФ, Ш)

[11б.] *... didn't you feel responsibility to do the same?*

Before dwelling on the examples with nominal substitution, we want to emphasize that in the Macedonian language if the adjective *ист* (used independently) corresponds to the grammatical categories of gender and number of the noun, then it can be determined that it is an ellipsis. This means that the adjective would also be the head of the elliptical NP. However, further analysis suggests that it is still best to relate these examples to two other cohesive ties, namely reference, and lexical cohesion. And because of this, substitution is more common in English.

Consider the following examples:

[12] а. *Тие мислат дека е во ред тоа што слушаат сечии проблеми и им предлагаат решенија за истите. Тоа им преминува во навика, па истото го прават и во друштво на мажите.* (Вест)

б. *Божана: И под нашава страга ластовиците гнездо си прават. Истите од лани лето...* (АП, П)

In the Macedonian language, these examples [12] would be more acceptable for the standard language norm if *ист* it is accompanied by a referential element (reference) and the head of the NP (lexical cohesion expressed through repetition). In that way, the head of NP is emphasized. According to this, in the mentioned examples instead of the corresponding forms of *ист*, we consider it more

appropriate to state: а. *истите тие проблеми*, б. *истите тие ластовици*. Of course, in some examples, only a reference can be made. That is, in the example under а. may stand: *им предлагаат решенија за нив*.

The examples in which the noun in NP is neuter gender, at first glance, can be interpreted as both a substitution and an ellipsis of the head. In general, if it refers to a different referent, then we refer to the cohesive tie as a substitution (since we are talking about two different coffees, we interpret it as a substitute for the NP *топло кафе* in the example under d. [13]). However, if it is the same subject, we consider that it is better to interpret these examples as the previous examples [12]. From the following examples:

[13] а. *Тој соопшти дека доколку Министерството јавно не ги објави сите детали од рангирањето и методологијата по која се правело истото, овој универзитет ќе бара кривична одговорност.* (Вест)

б. *- Ќе нарачам топло кафе.*

- И за мене истото.

the first example (а.), except with reference (and lexical cohesion), is also acceptable with ellipsis (а. *Тој соопшти дека доколку Министерството јавно не ги објави сите детали од рангирањето и методологијата по која се правело (тоа или истото тоа рангирање)*, овој универзитет ќе бара кривична одговорност).

Even in everyday communication very rarely the full NP and *истото* apply to the same subject.

[14] *Вчера јадев пица со зеленчук. Истото беше многу вкусно.*

However, these examples are unacceptable for the standard Macedonian language. Unacceptable for standard language are also examples in which *истото* refers to nouns denoting persons, for example:

[15] *Доколку докажувањето на еден факт се заснова врз забележување на некое лице, истото треба лично да се сослуша на главниот претрес.* (ЗКП)

The analysis of the examples shows that the substituted element usually has the same syntactic function [16a.], but also may have a different function [16b.]. When there is another syntactic function, it refers to the already mentioned examples in which the NP and the substitute refer to the same subject and which as such are not acceptable for the standard language:

[16] а. *- За мене пица.*

- И за мене истото (тоа).

б. *Вчера јадев макарони со сирење. Истото беше многу вкусно.*



International Conference on Social Sciences and Humanities (IBU-ICSSH21)

In the example under a. *пица* and *истото (тоа)* are a direct object. However, in the following example under b., *макарони со сирење* is a direct object, and the corresponding substitute *истото* is the subject in the sentence. However, as mentioned earlier, only examples in which the NP and the substitute have the same syntactic function and refer to a different subject are acceptable for the standard language.

In case of nominal substitution, the substitution in both Macedonian and English can refer only to the head of the NP (if the NP is represented only by the head) [17]. If the NP appears with its own modifiers, the substitution usually covers the whole NP [18]

[17a.] - *За мене пица.*
- *И за мене истото (тоа).*

[17a.] - *Pizza for me.*
- *The same (that) for me.*

[18a.] - *За мене убава голема пица со многу кашкавал, убаво испечена и без павлака.*
- *И за мене истото (тоа).*

[18b.] - *For me, a nice big pizza with a lot of cheese, nicely baked and without sour cream.*
- *The same (that) for me.*

In the first example [17] the substitute *истото* replaces the head of the NP. In fact, NP is represented only by the noun *пица*. In the following example [18] the substitute refers to the whole NP, i.e. the premodifiers *убава* and *голема*, the head *пица* and the postmodifiers *со многу кашкавал, убаво испечена and без павлака*.

If there is a difference between NP and the substitute in terms of modifiers, that difference is explicitly expressed through another qualifier which is introduced with *но, ама (со), само*, etc. (but, but with, only, etc.) where a new modifier is added or with *само без..., ама без..., но без...* (only without ..., but without ...), when the already mentioned modifier is rejected. In such a case, it is clearly determined what is taken from the full NP and what is not.

[19] a. - *За мене овошен чај.*
- *И за мене истото, ама со мед.*
б. - *За мене овошен чај со мед.*
- *И за мене истото, само без мед.*

[19] a. - *For me, fruit tea.*
- *The same for me, but with honey.*
b. - *For me, fruit tea with honey.*
- *The same for me, only without honey.*

As we have seen from the previous examples, in the Macedonian and English language the substitute is a cohesive element and as a substitute element usually covers the whole NP, including the modifiers. This means that the substitute is often identical, but it is not the same referent as the presumed NP.

[20a.] - *За мене чаша ладен овошен чај со шеќер.*
- *И за мене истото.*

[20a.] - *For me a cup of iced fruit tea with sugar.*
- *The same for me.*

Of course, this is not the same cup, but another cup of the same tea.

We have already mentioned that cataphoric relations occur, although they are rarer:

[21a.] *Сите жени го сакаат истото. Истражувањето во кое учествувале 9000 жени на возраст меѓу 16 и 75 години, покажало дека финансиите и амбициозноста се двата најважни фактори кога е во прашање изборот на маж.* (Интернет – Бркај работа)

[21b.] *All women want the same. A survey of 9,000 women between the ages of 16 and 75 found that finances and ambition were the two most important factors when it came to choosing a husband.*

In the above mentioned example with cataphoric relation [21], the substitute *истото* refers to two noun phrases, i.e. *финансиите* and *амбициозноста* (*finances* and *ambition*).

19 Conclusion

This paper presents the substitution of the NP in the Macedonian language in comparison with the English language. This cohesive tie is a complex phenomenon that signifies the replacement of linguistic elements with other words to avoid repetition. What is essential for it is continuity in the text. That continuity is clearly ensured through it as a cohesive device: the substitution of the NP with the substitute *истото (the same)* signals that the relevant element should be determined elsewhere.

The analysis of the examples in the Macedonian language and their translation into English points to similarities in terms of the structural mechanism, the general position that the anaphoric examples are more common than the cataphoric ones and in terms of the generally accepted tendencies for language economy and communication speed are presented in substitution as a cohesive tie.

The difference refers to the fact that in nominal substitution in the Macedonian language only the substitute *ucmomo* is used, and the corresponding one in English is *the same*. Apart from this substitute, appears another *one / ones*, and an ellipsis is used in the corresponding examples in Macedonian. This is one of the reasons why the ellipsis is a more common and more frequent cohesive tie in the Macedonian language than in English.

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Examples:

Утрински весник - (УВ)

Вест - (В)

Интернет 365 - (И 365)

Закон за ветеринарно здравство - (ЗВЗ)

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KÜLTÜR AKTARIMI YOLUYLA TÜRKÇENİN YABANCI DİL OLARAK ÖĞRETİMİNDE EDEBİ METİNLER VE SÖZLÜ KÜLTÜR UNSURLARININ KULLANIMI

THE USE OF LITERARY TEXTS AND ORAL CULTURE ELEMENTS IN TEACHING TURKISH AS A FOREIGN LANGUAGE

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Özet

Metin kavramı, dil öğretiminde önemli bir yer tutmaktadır. Türlerine göre metinler, çeşitli konular üzerinde durmalarının yanı sıra, farklı anlatım ve dil özelliklerini de kapsamaktadır. Özellikle yabancı dil öğrenenlere kazandırılması hedeflenen okuma, anlama, yazma ve konuşma gibi temel becerilerin yerleştirilmesi açısından, metinlerin seviyelere göre özenle seçilmesi gerekir. Türkçe'nin yabancı dil olarak öğretimi amacıyla kullanılan kitap ve diğer yardımcı malzemelerdeki metinlerin türlerine göre incelenmesi çeşitli araştırmalara konu olmuştur. Bu çalışmada, yabancı dil olarak Türkçe öğretimi amacıyla derslerde yapılan etkinlikler ve hedeflenen becerilere göre, edebi metinler ve sözlü kültür unsurlarının kullanımı incelenmiştir. Çalışmanın bulgular ve yorum bölümünde, araştırma sorularının cevaplanması için, incelenen kitaplarda kullanılan edebi metinler ve sözlü kültür unsurlarının türlerine göre, derslerde yapılan etkinliklerin ve hedeflenen temel becerilerin analizi ve karşılaştırılması yapılarak elde edilen sonuçlar yorumlanmaya çalışılmıştır. Sonuç bölümünde ise elde edilen sonuçlar özet olarak verilmiş, ayrıca bu alanda yapılması beklenen çalışmalar açısından öneriler sunulmuştur.

Anahtar Kelimeler: yabancı dil, edebi metinler, sözlü kültür unsurları, kültür aktarımı

Abstract

The concept of text occupies an important place in language teaching. The texts according to their types include different narrative and language features as well as pointing out various topics. The texts should be carefully selected according to the levels, especially in order to establish the basic skills such as reading,

comprehension, writing and speaking, which are aimed to be gained by foreign language learners. The examination of texts in books and other auxiliary materials used for the purpose of teaching Turkish as a foreign language has been the subject of various studies. In this study, the use of literary texts and oral culture elements were examined according to the activities and targeted skills for teaching Turkish as a foreign language. In the findings and interpretation section, in order to answer the research questions, the results obtained by analyzing and comparing the activities performed in the lessons and the targeted basic skills according to the types of literary texts and oral culture elements used in the examined books were tried to be interpreted. In the conclusion part, the results are given in summary, and recommendations are presented in terms of expected studies in this field.

Keywords: foreign language, literary texts, oral culture elements, culture transfer

1 Giriş

Dil, bireylerin ve toplumların iletişim kurma aracıdır. Ayrıca kültür aktarımı işlevi de vardır. Yabancı dil öğrenen bir kişi, o dilin konuşulduğu toplumun değer sistemlerini düşünme ve algılama biçimlerini, olaylara karşı farklı bakış açılarını benimser (İşcan, 2017: 437). Toplumların yaşam biçimlerini, alışkanlıklarını, örf ve adetlerini kavrayabilmenin yolu, o toplumun dilini öğrenmektir. Yabancı dili öğrenen kişilerin kullanacakları kitap ve diğer yardımcı materyaller hazırlanırken ve seçilirken, öğrencilerin yaş ve öğrenme düzeylerine göre ihtiyaçlarının belirlenmesi gerekir. Yabancı dil öğrencisinin ihtiyacı, sınıf dışında da öğrenmeye devam edebilecek bilgi ve beceriye sahip olabilmesidir. Bu açıdan, bireyler ve toplumlararası

iletişim ve kültür aktarımının sağlanması önemlidir (KALENDEROĞLU, 2015, 76)..

Yabancı dil olarak Türkçe öğretiminde hedef, yalnızca dilin öğretilmesi değil, geleneklerin, örf ve adetlerin, yani Türk kültürünün öğretilmesidir. Dil, kültür aktarıcısıdır. Türkçe'nin yabancı dil olarak öğretilmesindeki güçlükler, Türkçe'yi öğrenen yabancıların Türk kültürüne uzak olmasından kaynaklanmaktadır. Yabancı dil öğrenen kişi o dile ait kültüre dahil olmaktadır (Maden ve İşcan, 2011: 32). Dil öğrenmek sadece gramer kurallarını öğrenmekle gerçekleşmez. Yabancı bir dili öğrenmenin en güzel yolu kültür aktarımı ile gerçekleşir. Bir dili öğrenmek için de dili konuşan topluluğun tarihi, coğrafyası, yaşantısı, gelenekleri, değerleri, yemekleri gibi kültür unsurlarını öğrenmek gerekir (Okur ve Keskin, 2013: 1638). Dil öğretimini gerçekleştirirken bu kültürel öğelerin malzeme olarak kullanılması yerinde olur. Aksi halde yapılan iş, dil öğretimi değil de kuralların ezberletilmesidir. Bu da zaman içinde öğrenilenlerin unutulmasına sebep olur.

Yabancı dil olarak Türkçe öğretiminde amaç, öğrenenin Türkçe'yi doğru kullanmasını ve iyi bir iletişim kurmasını sağlamak, anlama ve anlatma becerilerinin kazandırılması ve geliştirilmesidir. Bu amacın gerçekleştirilebilmesi için, dil öğreniminde gerekli olan materyallerin öğrenme ortamında kullanılması, çeşitli etkinlikler ile desteklenmesi gereklidir. Bu amaçla kullanılacak çeşitli materyaller bulunmaktadır. Bunlardan en önemlileri, kültür aktarımına da yardımcı olabilecek yazılı ve sözlü edebiyat ürünü eserlerdir. Yabancı dil öğretiminde geniş çaplı kullanılan bu metin türlerinin dinleme, konuşma, okuma ve yazma becerilerini geliştirdiği, hedef dili ve kültürü kavramada etkili olduğu, böylelikle öğrenenin daha kısa sürede gerçekleştirebildiği gözlenmektedir. Bunun yanı sıra söz varlığını kavrama, telaffuz ve dil bilgisi öğrenimi konularında da bu metin türlerinin etkili olduğu bir gerçektir.

Türkçe'nin yabancı dil olarak öğretiminde kullanılan metinler, kültür aktarımının en önemli araçlarındandır. Bu açıdan yabancılar Türkçe öğretiminin temel ilkelerinden biri de, dil ile birlikte kültürün de verilmesidir (Barın, 2011: 46). Bu nedenle kelimelerin örülmesiyle oluşan metinlerin; kültür aktarımının önemli bir parçası olduğu göz ardı edilmemeli ve metinlerin seçiminde titiz davranılmalıdır (Kalfa, 2013: 168). Özellikle roman, hikâye, tiyatro, şiir, makale, biyografi gibi edebiyat ürünleri ile destan, efsane, fıkra, masal, deyim, atasözü, mani, bilmece gibi sözlü kültür unsurları, Türkçe'yi öğrenen yabancı öğrencilerin dikkatini çekmekte, Türk kültürünü aktarmada önemli

roller üstlenmektedir. Türkçe öğretimi esnasında kültürler arası yaklaşımdan hareketle aktarılacak olan kültürel unsurlarda bir sıra gözetilmeli ve Türk kültürüne ait olan unsurların kullanım sıklığına göre yer verilmesine dikkat edilmelidir (Demir, 2012: 345).

1.1 Problem

Türkçe öğretim merkezlerinde yaygın olarak kullanılan Yeni Hitit Yabancılar İçin Türkçe, Gazi Üniversitesi Yabancılar İçin Türkçe, Yedi İklim Türkçe, İstanbul Yabancılar İçin Türkçe, İzmir Yabancılar İçin Türkçe ders ve çalışma kitapları incelendiğinde, kültür aktarımının önemli unsurları olan edebi metinlere ve sözlü kültür unsurlarına dil öğretiminde yer verildiği görülmektedir. Bu metinlerden sonra anlama soruları, karakter tanımlama ve dil bilgisi yapılarının tekrarı gibi etkinlikler yer almaktadır. Bu metinlerin yazarlarının üslubu ve yazdıkları toplumun kültürü hakkında önemli bilgiler taşıdığı unutulmamalıdır. Ayrıca edebi metinlerin ve sözlü kültür unsurlarının genelde dört temel beceriyi, özelde ise birbirine bağlı olduğu düşünülen okuma ve yazma becerisini geliştirmek için çeşitli etkinlikler yardımıyla kullanılmasının doğru olacağı düşünülmektedir. Özellikle Türkçenin değiştirilmeden doğal şekliyle ifade edildiği otantik metinler sayesinde, öğrenci bu dilin kalıp ifadelerini, dil yapılarını, deyimlerini ve çeşitli sözcüklerini görerek, okuma becerisini geliştirmekte ve bu bilgileri günlük iletişimde de kullanma imkânına sahip olmaktadır. Bu durum, öğrencinin hedef dilde yazma becerisini geliştirmesine de katkı sağlamaktadır. Bu katkılar dikkate alınarak, bu çalışmada yabancı dil olarak Türkçe öğrenenlerin temel dil becerilerinin gelişimine edebi metinler ile sözlü kültür unsurlarının ne ölçüde katkı sağlayabileceği üzerinde durulmaktadır. Bu durumda araştırmanın problem soruları aşağıdaki gibidir;

- 1) Yabancı dil olarak Türkçe öğretiminde hangi tür edebi metinler ve sözlü kültür unsurları kullanılmaktadır?
- 2) Yabancı dil olarak Türkçe öğretiminde yararlanılan kitaplarda, edebi metinler ile sözlü kültür unsurları hangi etkinlikler için kullanılmaktadır?
- 3) Yabancı dil olarak Türkçe öğretiminde yararlanılan kitaplarda edebi metinler ile sözlü kültür unsurlarının kullanımında hangi temel becerilerin kazandırılması hedeflenmektedir?

1.2 Araştırmanın Amacı

Bu çalışmanın amacı, edebi metinler ve sözlü kültür unsurlarının yabancı dil olarak Türkçe öğretiminde

kazandırılması hedeflenen temel becerilerin gelişimine katkı sağlamak için kullanılacak uygun bir öğretim malzemesi olduğunu ortaya koymaktır. Yabancı dil olarak Türkçe öğrenmek isteyen yabancı kişilerin öğretim ortamında etkin katılımını sağlamak ve özelden okuma ve yazma becerisine yönelik hedeflere ulaşabilmek için gerek Türk Edebiyatı'nda yeri olan otantik metinlere yer verilebilir, gerekse kitapların yazarları tarafından kaleme alınan telif metinlerden yararlanılabilir. Bu tür metinlerin aracılığı ile yaratıcı düşünme, yorumlama, anlamlandırma, Türkçeyi doğru, güzel ve etkili konuşma gibi üst düzey becerilerin geliştirilmesinin yanı sıra, edebi metinler ve sözlü kültür unsurlarının kullanılması yoluyla kültür aktarımı da hedeflenmektedir. Bu metinlerin kullanılmasının yabancı dil öğretimindeki beceri geliştirme amacına da hizmet edeceği düşünülmektedir. Türkçeyi yabancı dil olarak öğretmek amacıyla kullanılan kitap ve diğer yardımcı materyallerde kullanılacak edebi metinler ve sözlü kültür unsurlarının, kavrama becerisi olan okuma ve ifade etme becerisinin en gözlenebilir göstergesi olan yazmayı geliştireceği düşünülmektedir. Yabancı dil öğretiminin asıl amacı, o dili öğrenen kişinin akıcı bir şekilde iletişim kurmasına yardımcı olmak olduğundan, gerçek dil kullanımına yardımcı öğretim malzemeleri kullanılmalıdır. Bunu yaparken hem dilsel hem de yazınsal açıdan bu amacı gerçekleştirebilecek kültürel unsurlara odaklanılmalıdır. Bu unsurlara sahip olan kaynakları yabancı dil olarak Türkçe öğretimi için kullanmak yararlı olacaktır. Anlamli bir bağlam içinde çeşitli dil yapılarını sunan bu öğretim malzemeleri sözcük dağarcığını geliştirmek için de kullanılabilir. Edebi metinler ve sözlü kültür unsurları öğrenenin dilsel yeterliğini geliştirirken, orijinal veya ona benzer bir malzemeyi anlama ve değerlendirme fırsatı yakalamasını da sağlayacaktır. Çalışmada, edebi metinler ve sözlü kültür unsurlarının yabancı dil olarak Türkçe öğretimi alanında kullanımının beceri gelişimi açısından incelenmesi amaçlanmaktadır.

1.3 Araştırmanın Önemi

Bir dili bilmek o dilin entelektüel geçmişini yansıtan metinleri okuyabilmeyi de kapsar. Bu bağlamda öğrenenlerin dil gelişimi çerçevesinde yazılı ve sözlü edebiyat ürünlerinden yararlanılarak okuma ve yazma becerilerini geliştirmelerine yardımcı olunabilir. Ayrıca, öğrenenin hem sınıf içinde hem de sınıf dışında aktif olarak hedef dili kültür odaklı şekilde öğrenebilmesi için hedef dilin kültürünü yansıtan zengin edebi metinlerin malzeme olarak kullanımı hedef dilde iletişim kurabilme becerisine katkı sağlamaktadır. Ders saati

süresinden dolayı genellikle çok sınırlı sayıda kaynağa dayanan yabancı dil dersleri okuma ve yazma etkinlikleri ile verimli şekilde değerlendirilebilir (Field, 2000, s.29). Okuma öğretimi, yazma ve sözcük öğretimi ile doğrudan ilgilidir. Amaç öğrencinin kavrayıcı ve ifade edici becerilerini geliştirerek, dil yeterliği ve kültürel bilgisini de artırmaktır. Bu amaç doğrultusunda, okuma beceri ve alışkanlığı kazandırmak yazma becerisinin de gelişimini sağlayacaktır. Yabancı dil öğretiminde metinlerin kavrama becerileri ile ifade edici becerilerin kazanımı için kullanılması önemli bir noktadır. Bu becerilerin bütünleştirilmesi, öğrenenin üretici ve katılımcı şekilde sınıf içi etkinliklere dâhil olmasını sağlayabilir. Öğrencilerin okuduklarını anlamaları ve düşüncelerini yazıya dökmeleri büyük oranda sözcük hazinesine ve okuma verimliliğine bağlıdır. Bu açıdan, çok sayıda farklı metinler okuyan yabancıların sözcük bilgisi ve anlama kapasitesi de o oranda artar. Okuduğunu anlayabilen kişiler, bu yazılı anlatımları eleştirebilen, yorumlayabilen kişiler haline gelir. Yabancılar için Türkçe öğretimi kitaplarında bulunan metinlerde günlük dil kullanımının yanı sıra yeni öğrenilen yapılar, mecaz ifadeler ve söz sanatlarını içeren etkili ve daha çeşitli yapı ve sözcük hazinesi sunulmaktadır. Ayrıca bu öğretim malzemeleri, öğrenenlerin hedef dilin kültürel özellikleri ve günlük yaşam kullanımlarını öğrenebilecekleri bir yapıya sahiptir. Öğrenenler farklı metinler sayesinde hem bilgi edinebilir, hem de hayal ve düşünce güçlerini geliştirebilir. Yazılı ve sözlü edebiyat ürünü metinler öğrenenler için güdüleyici olabilmekte ve bu da bireysel okuma etkinliğini gerçekleştirmeleri için onları cesaretlendirmeye ve bu beceriyi sürdürmelerine olanak tanımaya yardımcı olmaktadır.

Bu çalışma, yabancılar için Türkçe öğretimi ders kitaplarında yer alan edebi metinler ve sözlü kültür unsurlarının seviyelere göre ağırlıklı olarak hangi etkinlikler için kullanıldığı ve hangi kazanımların amaçlandığının irdelenmesidir. Özellikle okuma ve yazma becerisinin geliştirilmesine yönelik olarak kullanıldığı varsayılan bu metinlerin, dinleme ve anlama becerilerinin geliştirilmesini hedef aldığı da varsayılmaktadır. Yabancı dil öğretimi ile ilgili yazın taramalarında edebi metinlerin öğretim için kullanımının dört dil becerisinin gelişimine imkân sağladığı görülmüştür. Özellikle fıkralar, masallar ve hikâyeler dil öğretim ortamlarında çeşitli pedagojik etkinliklere imkân tanıyarak, dersi daha eğlenceli ve ilgi çekici hale getiren, kısalıkları ve otantiklikleri sebebiyle daha çok tercih edilen yazınsal türler olarak görülmektedir. Hem dört temel dil becerisinin gelişimi hem de sözcük bilgisi, dil bilgisi, telaffuz bilgisi gibi dil

yeterliğinin sağlanmasına yönelik yabancı dil alan bilgisinin öğretimine katkı sağlamak için kullanılan yaygın bir teknik olan edebiyat türlerinin kullanımı 20. yüzyılın sonlarından itibaren önem kazanmıştır (Hişmanoğlu, 2005, s.53). Bu özelliğiyle, gerçek yaşam bağlamlarında dilin birçok gerçek örneğini sunmaktadır. Öğrenci bu edebi türler sayesinde dilin farklı iletişimsel işlevleri ve sözcüklerin çeşitli anlamlarını öğrenebilmektedir. Ayrıca, öğrenci bağdaşık bir yapıya sahip tutarlı bağlamı olan bir metni okuyarak yabancı dilin çok sayıda özelliğine aşina olur. Bu öğretim malzemeleri sadece dili incelemeye değil, yabancı toplum hayatını gözlemlemeye ve kişilerin günlük hayattaki gibi gerçek eylemlerde bulunmalarına yardımcı olmaktadır. Bu yönüyle edebi metinler ve sözlü kültür unsurları hem yabancı toplum insanının hayatını yansıtır, hem de ona ışık tutar. Bu açıdan, otantik bağlam sunan bu araçlar, barındırdıkları kültür öğeleri ile yabancı kültürü öğretmeyi de kolaylaştırır.

1. Sayıtlar

Çalışmada incelenen metin türlerinin yabancı dil olarak Türkçe öğretiminde kullanılan tüm kitap ve diğer yardımcı kaynaklarda kullanılan metin türlerindeki özellikleri kapsadığı varsayılmaktadır.

2. Sınırlılıklar

Zaman ve yabancı dil olarak Türkçe öğretimi alanında kullanılan tüm kaynaklara erişim güçlükleri nedeniyle, çalışma Yeni Hitit Yabancılar İçin Türkçe, İstanbul Yabancılar İçin Türkçe ve Yedi İklim Türkçe ders ve çalışma kitaplarının incelenmesi ile sınırlandırılmıştır.

3. Tanımlar

Çalışmanın konusu ile ilgili tanımlara kavramsal çerçeve bölümünde ayrıntılı olarak yer verilmiştir.

20 Kavramsal Çerçeve

Dil öğretiminin temel ya da esas materyali metinlerdir. Dille ilgili bütün kuralların ve kelimelerin doğal ortamı olan bağlam içerisinde görülerek öğretilmesi ancak metin kullanılarak yapılabilir. Yabancılar Türkçe öğretiminin en eski kaynaklarında da dilin doğal ortamında görünür kılınması önemsenmiştir. Günümüzde, yabancılar Türkçe öğretmek amacıyla Yeni Hitit, Gazi, İstanbul, Yedi İklim, İzmir, Orhun, Güneş, Gökkuşuğu, Ebru, Lale, Açılım vb. çeşitli öğretim setleri kullanılmaktadır. Bu Türkçe öğretim setlerinde metin temelli öğretim esas alınmıştır. Yabancılar Türkçe öğretimi kitaplarında metin esas alındığı ve temel dil becerileri metinlerle ilgili etkinlikler yapılarak geliştirilmeye çalışıldığı için metin

seçiminin önemi artmaktadır(Okur ve Keskin, 2013). Bu kitaplarda kullanılacak metinlerin çok iyi seçilmesi gerekmekte ve bu metinler öğrencilerin yaş ve dil seviyelerine göre seçilmelidir (Zorbaz ve Köroğlu, 2016: 2513).

2.1 Türkçenin Yabancı Dil Olarak Öğretiminde Kullanılabilecek Edebiyat Ürünleri

Duygu ve düşüncelerin yazılı veya sözlü olarak sanatsal bir şekilde ifade edilmesi edebiyat olarak tanımlanır. Edebi türler ise edebiyat eserlerinin biçimlerine, konularına ve teknik özelliklerine göre ayrılmasıdır(Aktaş 2009, 193).

2.1.1. Edebi Metinler

Edebi metin türleri genel anlamda

- Düz yazı (nesir) türleri
- Şiir (nazım) türleri

olmak üzere iki başlık altında incelenebilir.

Düz Yazı Türleri

Düz yazı türlerinden bazıları şunlardır;

Roman

Geniş bir zaman diliminde yaşanmış veya yaşanabilir, bireylerin başından geçmiş veya geçmesi mümkün olan yer ve zamanı belli olayları geniş olarak ayrıntılarıyla anlatan yazılardır. Roman türünde karakter sayısı fazladır ve diğer metin türlerine göre daha uzun yazılardır.

Hikâye

Kısa bir zaman diliminde yaşanmış veya yaşanabilir olayları belli bir plan çerçevesi içinde yer ve zamana bağlı olarak anlatan yazılara hikâye (öykü) denir. Hikâye türünde karakter sayısı azdır. Giriş, düğüm ve çözüm bölümlerinden oluşan kısa metin türüdür.

Fabl

İnsan dışındaki canlı ve cansız varlıklara insan özelliği verilerek başlarından geçen olayların insanlara ibret dersi verecek şekilde anlatıldığı kısa yazılara fabl denir. Fabl türünde çoğunlukla bitkiler ve hayvanlar, insanlar gibi düşünür, konuşur ve davranırlar.

Anı

Yaşanmış olayların, üzerinden belirli bir süre geçtikten sonra yazıldığı yazı türüne anı (hatıra) denir. Kişilerin başından geçen veya izlediği olayların anlatıldığı, yazarın olayları kendi bakış açısından anlattığı yazı türleridir. Geçmişe ışık tutan bu yazı türü, tarihli olayların gün yüzüne çıkarılmasına yardımcı olur.

Tiyatro

Olayların, duygu ve düşüncelerin sahnede canlandırılarak aktarılması amacıyla yazılan eserlere tiyatro denir. Üzüntülü duygu, düşünce ve olayların

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

anlatıldığı tiyatro eserlerine dram adı verilir. Komik duygu, düşünce ve olayların anlatıldığı eserler ise komedi olarak adlandırılır. Bu tür eserlerin sahnede oynanması ve sahnelendiği binalar da tiyatro olarak adlandırılır. Sahnelenmek için yazılan tiyatro eserlerinin yanı sıra okunmak için yazılanlar da vardır. Canlandırma ile olayların anlatıldığı bu tür eserlerde konuşma eylem ön plandadır. İnsanları düşündürerek yorum yapmasını ve olaylardan ders çıkarmasını sağlar. “Yazar, eser, oyun ve seyirci” tiyatronun unsurlarıdır. “Olay, yer, zaman ve kişiler” ise tiyatronun temel öğeleridir.

Makale

Bilgi vermek veya gerçekleri savunmak için yazılan yazılardır. Temel ögesi fikir olan bu tür eserler inceleme ve araştırmaya dayanır. Bir fikri ortaya koymak, onu savunmak ve desteklemek amacı taşır. Çoğunlukla gazetelerde ve dergilerde yayınlanan makaleler bilimsel verilere dayanır.

Söyleşi (Röportaj)

Günlük yaşam ve olaylarla ilgili düşüncelerin, karşılıklı konuşma düzeninde yazdığı yazılara söyleşi denir. Kitaplarda, gazete ve dergilerde yayınlanan söyleşilerin en önemli özelliği konuşma üslubuyla yazılmasıdır. Söyleşilerde bir fikri kanıtlama amacı güdülmez, dolaylı bir öğretim amacı vardır. Bir kişi, kurum veya yer ziyaret edilerek, gözlemlerin kişisel düşüncelerle birleştirilip, fotoğraflarla belgelenecek kaleme alınan yazılardır.

Köşe Yazısı

Bir yazarın, herhangi bir konu üzerinde, kişisel anlayış, görüş ve düşüncelerini güzel bir üslupla, hiçbir kanıtlama gereği duymadan anlattığı yazı türüne köşe yazısı denir.

Bu yazı türünde düşüncelerini kanıtlama yoluna gitmez. Dil doğaldır. Günlük deyimlere, yer yer nükteli sözlerle yer verilir. Okuyucuyla sohbet ediyormuş havası egemendir.

Yaşam Öyküsü)

Bilim, sanat, edebiyat, politika alanlarında tanınmış kişileri daha iyi tanıtmak amacıyla onların hayatını anlatan yazılardır. Tarih sırasıyla anlatılan gerçek olaylar üçüncü kişinin ağzıyla anlatılır. Eğer kişi kendi yaşam öyküsünü yazıyorsa birinci kişinin ağzıyla anlatılır.

Haber

Belli bir zaman içerisinde geçen olayları anında okuyucuya bildiren gazete yazılarına haber denir. Haber yazılarında temel ilke nesnelliktir. Bir haber yazısı 5N1K (kim, ne, nerede, ne zaman, nasıl, niçin?) sorularına cevap vermelidir. Haber; ilginç, yeni, doğru ve önemli olmalıdır.

Gezi Yazısı (Seyahatname)

Geziliş görülen yerlerin ve o yerlerle ilgili izlenimlerin anlatıldığı yazılara gezi yazısı denir. Geziliş görülen yerler edebî bir üslupla anlatılır. Yazarın duygu ve düşüncelerini içerebilir. Gözlem gücüne dayanır. Anlatılanlar gerçektir, hayal ürünü değildir.

Mektup

Bir düşünce, duygu veya dileğin iletilmesi amacıyla yazılan yazılara mektup denir. Mektuplar, işledikleri konulara göre özel mektuplar, edebî mektuplar, iş mektupları ve resmi mektuplar olmak üzere dört grupta incelenir:

Dilekçe

Bir isteği, bir şikâyeti duyurmak veya bir konuda bilgi vermek, bilgi istemek için yazılan başvuru yazısına dilekçe denir.

İlan

Herhangi bir konudaki bir durumun, gazete, dergi, radyo, televizyon veya internet aracılığıyla ilgililere veya kitlelere duyurulmasına ilan denir. Konunun niteliğine göre ilan ya özeldir ya da resmîdir. İlanda çarpıcılık, kısalık, açıklık ve anlaşılabilirlik önemlidir. İlanlar iş, toplantı, kayıp, ölüm vb. durumlarda da verilir.

Reklam

Bir malı, bir ürünü çeşitli iletişim araçları yoluyla ilgilenecek olanlara veya kitlelere duyurmak ve tanıtmak amacıyla hazırlanan yazılı veya görsel içeriğe reklam denir. Reklamda amaç genellikle bir malın çok satılmasını sağlamaktır. Bunun için de reklam, ilgi çekici ve etkileyici olmalıdır. Günümüzde reklamcılık pek çok bilim dalından faydalanan bir iş kolu olmuştur. Reklam yazarlığı da ayrı bir çalışma alanıdır.

Şiir

Duygulardan, düşüncelerden, düşlerden, özlere vb. süzülüş yaşantı birikimleri olarak, ozanların, sözcüklerin sözlük anlamlarına kimi zaman değişik anlamlar da yükleyerek, dil içinde özel bir dil yaratarak oluşturdukları, imgelerden, simgelerden, s öz sanatlarından, ritimden, uyumdan vb. yararlanarak ortaya koydukları, okurda estetik duygular uyandıran yazın ürünüdür. Konularına göre şiir türleri şunlardır;

Lirik şiir, duyguları anlatan şiir türüdür.

Epik şiir, destan tarzında bir anlatımı vardır.

Didaktik şiir, eğitici ve öğretici konularda yazılan şiirlerdir.

Pastoral şiir, doğa ile ilgili durumları anlatır.

Satirik şiir, insanları ve olayları hicvetmek (yermek) amacıyla yazılır.

2.1.2. Sözlü Kültür Unsurları

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Toplumların bilgi tecrübe ve hayata bakış tarzını ifade eden, nesilden nesile aktarılan edebî eser türleridir(Kalfa, 2014, s.169). Sözlü kültür unsurlarından bazıları şunlardır;

Efsane

Halkın duygu, düşünce ve hayal dünyasında doğarak ağızdan ağıza dolaşan, gelenek ve göreneklerin oluşumunu etkileyen hikâyelere efsane denir. Hayal gücünün ürünü ve bilinen en eski türdür. Eski dönemlerde tabiat olaylarının nedenlerini bilmeyen insanlar, bu olayları açıklama gereği hissetmişlerdir. Yağmurun yağması, gök gürültüsü, şimşek çakması gibi birçok olayı kendilerine göre yorumlamışlar, efsaneler vasıtasıyla bunlara açıklık getirmişlerdir. Efsanelerde kahramanlar Tanrı, ruh, melek gibi kavramlar bazen de taş, kaya, dağ gibi doğa parçası unsurlardır. Bu kahramanlar hikâyelerde kişileştirilir ve konuşturulur.

Destan

Yazı türleri içinde en uzun olan, olağanüstü olayları ve kahramanlıkları anlatan, bir ulusun kahramanlıklarını, savaşlarını, büyük toplumsal olaylarını anlatan ve genellikle şiir (nazım) biçiminde oluşturulan eserlere destan denir. Destan türü efsaneden sonra en eski sözlü edebiyat türüdür, ancak yazıya geçirilen destanlar da vardır.

Masal

Olağanüstü olaylarla süslü, olağanüstü kişilerin başından geçen, zaman ve yer kavramları belirli olmayan hayali olayların anlatıldığı yazılara masal denir. Masal türünde olaylar çoğu zaman gerçekdışıdır, eğitici-öğretici bir özellik taşır ve masalın sonunda çoğunlukla iyiler ödüllendirilir, kötüler cezalandırılır.

Fıkra

Bir tür küçük öyküdür. Olaya dayalı bir anlatımı vardır. Hayattan alınan güldürücü olaylar ile soyut konular işlenir. Olaylar bizi güldürürken eğitir. İnsanlar arasındaki çatışmalar konu edilir. Bir bakıma fabldaki kahramanlar fıkroda artık insandır. Kişiler, olay, zaman, yer olmak üzere dört ögesi vardır.

Bilmece

Adını söylemeden, niteliklerinin üstü kapalı söylenerek bir şeyin ne olduğunu bulmayı okuyana ya da dinleyene bırakan edebî türe bilmece denir. Eşya, insan, hayvan, bitki, doğa ve inanışla ilgili bilgilerin üstü kapalı olarak anlatılması ve onun ne olduğunun düşünülerek bulunmasını hedefleyen çoğu kalıplaşmış sözlerdir.

Tekerleme

Genellikle masalların başında bulunan, pek anlamı olmayan, uyaklı sözlere tekerleme denir.

Mani

Türk halk yazınında, genellikle söyleyeni, yazanı bilinmeyen, birinci, ikinci ve dördüncü dizeleri birbiriyle uyaklı, üçüncü dizesi serbest durumda bulunan, her biri yedişer heceli dört dizeden oluşan koşuk türüne tekerleme denir.

Ninni

Çocukların uyuması, oyalanması, ağlamasının durması için, sade bir dille ve hece ölçüsüne göre ezgili olarak söylenen şiirlere ninni denir.

Türkü

"Türkü" kelimesinin, Türkçe söylenmiş şiir anlamına gelen "Türki" sözünden geldiği görüşü yaygındır. "Türk" kelimesine Arapça "i" ilgi ekinin getirilmesiyle "Türk'e has" anlamına gelen bu söz, giderek "Türkü" şekline dönüşmüştür.

Atasözü

Geçmişte yaşamış kişilerin, deneyimlerine, gözlemlerine dayanan yargılarını genel kural, bilgece düşünce ya da öğüt olarak veren ve kalıplaşmış bir biçimi olan, kamuca benimsenmiş kısa, özlü sözlerle atasözü denir.

Deyim

Yazıya ve anlatıma akıcılık, çekicilik katan, çoğunlukla gerçek anlamından ayrı bir anlamı bulunan, genellikle de birden çok sözcüklü dil ögesi, kalıplaşmış sözcük topluluğu deyim olarak adlandırılır.

21 YÖNTEM

3.1. Araştırmanın Modeli

Bu çalışma, tarama modeli ile gerçekleştirilmiştir. Tarama modelleri, geçmişte ya da hâlen var olan bir durumu var olduğu şekliyle betimlemeyi amaçlayan araştırma yaklaşımlarıdır. Araştırmaya konu olan olay, birey ya da nesne, kendi koşulları içinde ve olduğu gibi tanımlanmaya çalışılır. Önemli olan, onu uygun bir şekilde "gözleyip" belirleyebilmektir (Karasar, 2012: 77).

3.2. Evren ve Örneklem

Çalışmada verilerinin toplanması, belgesel tarama (doküman incelemesi) ile gerçekleştirilmiştir. Var olan kayıt ve belgeleri inceleyerek veri toplamaya belgesel tarama denir ve bu belli bir amaca dönük olarak, kaynakları bulma, okuma, not alma ve değerlendirme işlemlerini kapsar (Karasar, 2012: 183).

Bu çalışma kapsamında incelenen Türkçe öğretim materyalleri Yeni Hitit Yabancılar İçin Türkçe 1, 2, 3 seviyeleri ders ve çalışma kitapları, İstanbul Yabancılar İçin Türkçe A1,A2,B1,B2,C1 seviyeleri ders ve çalışma kitapları; Yedi İklim Türkçe A1,A2,B1,B2,C1,C2 seviyeleri ders ve çalışma kitapları ile sınırlandırılmıştır.

3.3. Veri Toplama Araçları

Bu çalışmada tarama yöntemiyle Yeni Hitit Yabancılar İçin Türkçe 1, 2, 3 seviyeleri ders ve çalışma kitapları, İstanbul Yabancılar İçin Türkçe A1,A2,B1,B2,C1 seviyeleri ders ve çalışma kitapları; Yedi İklim Türkçe A1,A2,B1,B2,C1,C2 seviyeleri ders ve çalışma kitaplarından verilerin toplanması gerçekleştirilmiştir.

3.4. Verilerin Toplanması

Yeni Hitit Yabancılar İçin Türkçe ders ve çalışma kitapları, kitapları, İstanbul Yabancılar İçin Türkçe ders ve çalışma kitapları, Yedi İklim Türkçe ders ve çalışma kitaplarının tüm düzeyleri incelenerek, bu kitaplarda yabancılar Türkçe öğretimi amacıyla çeşitli etkinliklerde kullanılan edebi metinler ve sözlü kültür unsurlarının kullanımı değerlendirilmeye alınmıştır.

3.5. Verilerin Analizi

Bu çalışma kapsamında, Türkçenin yabancılar öğretimi alanında kullanılan Yeni Hitit Yabancılar İçin Türkçe ders ve çalışma kitapları, İstanbul Yabancılar İçin Türkçe ders ve çalışma kitapları ile Yedi İklim Türkçe ders ve çalışma kitaplarındaki edebi metinler ve sözlü kültür unsurları Diller İçin Avrupa Ortak Başvuru Metni'nde tanımlanan dil düzeylerine göre incelenmiştir.

3.5.1. A1 Düzeyi

A1 düzeyi, öğrencilerin hedef dilde en basit şekilde somut gereksinimlerin karşılanması, bilinen ve olağan ifadeleri ve çok basit cümleleri anlayabilmesini ve kullanabilmesini amaçlayan bir düzeydir. Bu nedenle bu düzeydeki kaynaklarda masal ve hikâyeler gibi daha kapsamlı metinler yer almamaktadır.

Yedi İklim Türkçe öğretim serisinin A1 düzey ders ve çalışma kitaplarında edebi metinler ve sözlü kültür unsurları gibi kapsamlı metinler yer almamaktadır.

3.5.2. A2 Düzeyi

Konunun anlamıyla doğrudan doğruya bağlantılı cümleleri ve sık kullanılan ifade biçimlerini anlayabilir (kişi ve aile ile ilgili bilgi, alışveriş, iş, yakın çevre gibi). Basit ve rutin durumlarda iletişim kurabilir. Yani bilinen ve sık karşılaşılan konularda, basit ve dolaysız anlatım ve bilgileri kullanabilir. Temel gereksinimlerine bağlı olarak kendini, öğrenim durumunu, içinde bulunduğu çevreyi ve nesnelere basit araçlarla tarif edebilir.

3.5.3. B1 Düzeyi

B1 düzeyi yalnız bir dil kullanıldığında öğrencilerin temel bilgileri, aile, okul, boş zamanlar gibi bilinen konulardaki ifadeleri, seyahatlerdeki kısa diyalogları anlayabilmesini ve konuşabilmesini; kişisel ilgi alanları

hakkında kendisini ifade edebilmesini, deneyimleri ve olaylarla ilgili bilgi verebilmesini, hayallerini, ümitlerini ve hedeflerini tarif edebilmesini sağlayıcı amaçlayan bir düzeydir.

3.5.4. B2 Düzeyi

Somut ve soyut konulara yönelik karmaşık metinlerin temel içeriğini anlayabilir; kendi uzmanlık alanında yapılan tartışmaları da anlayabilir. Anadilini konuşanlar ile her iki taraf için de fazla çaba gerektirmeden doğal ve akıcı bir şekilde anlaşılabilir. Geniş kapsamlı bir konuya ilişkin görüşlerini açık ve ayrıntılı bir şekilde ifade edebilir, güncel bir soruyla ilgili görüş bildirebilir ve çeşitli olasılıkların olumlu ve olumsuz yönlerini gösterebilir.

3.5.5. C1 Düzeyi

Çeşitli zor, uzun metinleri anlayabilir ve açık olmayan anlamları da kavrayabilir. Kendini, sık sık kelime aramak zorunda kalmadan, doğal ve akıcı bir şekilde ifade edebilir. Dili, toplumsal, meslekî ya da öğrenim hayatında etkili ve yerinde kullanabilir. Kendini, karmaşık konularda açık, uygun ve ayrıntılı bir şekilde ifade edebilir ve bu sırada çeşitli araçları, metnin bütünlüğüne uygun bir şekilde kullanabilir.

3.5.6. C2 Düzeyi

Çeşitli zor, uzun metinleri anlayabilir ve açık olmayan anlamları da kavrayabilir. Kendini, sık sık kelime aramak zorunda kalmadan, doğal ve akıcı bir şekilde ifade edebilir. Dili, toplumsal, meslekî ya da öğrenim hayatında etkili ve yerinde kullanabilir. Kendini, karmaşık konularda açık, uygun ve ayrıntılı bir şekilde ifade edebilir ve bu sırada çeşitli araçları, metnin bütünlüğüne uygun bir şekilde kullanabilir.

22 Bulgular ve Yorum

Çalışmanın bu bölümünde verilerin analizi sonucunda, araştırmanın problem sorularına ilişkin olarak elde edilen bulgular ortaya konmuş ve yorumlanmıştır.

4.1. Birinci araştırma sorusuna ilişkin bulgular

Çalışmamızın “Yabancı dil olarak Türkçe öğretiminde hangi tür edebi metinler ve sözlü kültür unsurları kullanılmaktadır?” olan birinci araştırma sorusunu cevaplamak için çalışmamızın örneklemini olan Yeni Hitit Yabancılar İçin Türkçe 1 Temel, 2 Orta,, 3 Yüksek Ders ve Çalışma Kitapları; İstanbul Yabancılar İçin Türkçe A1, A2, B1, B2, C1 Ders ve Çalışma Kitapları; Yedi İklim Türkçe A1, A2, B1, B2, C1, C2 Ders ve Çalışma Kitapları üzerinde tarama

yöntemiyle yapılan araştırmada toplam 444 adet edebi metin ve 25 adet sözlü kültür unsurunun yabancı dil olarak Türkçe öğretimi amacıyla kullanıldığı tespit edilmiştir. Edebi eserlerin ve sözlü kültür unsurlarının türlerine göre dağılımları aşağıdaki tabloda verilmiştir.

Tablo 4.1.1. Edebi metinlerin türlerine göre dağılımı

Eser Türü	Adet	%
Makale	343	77,25
Hikâye	19	4,28
Diyalog	17	3,83
Şiir	15	3,38
Röportaj	13	2,93
Biyografi	10	2,25
Roman	9	2,03
Haber	5	1,13
Mektup	5	1,13
Tiyatro	4	0,90
Anı	3	0,67
Öz Geçmiş	1	0,22
Toplam	444	100

Tablo 4.1.2. Sözlü Kültür Unsurlarının türlerine göre dağılımı

Eser Türü	Adet	%
Fıkra	14	56
Masal	6	24
Efsane	5	20
Toplam	25	100

Tablolarda görüldüğü üzere, incelenen yayınlarda yabancı dil olarak Türkçe öğretiminde en fazla kullanılan edebi metin türü makaledir. Özellikle öğrencilerin kelime dağarcığını genişletmek açısından çok çeşitli konularda makaleler kullanılmıştır. Bunların çoğu telif eserlerdir, yani kitabı yazanların yazdıkları veya derledikleri yazılardır. İnceleme ve araştırmaya dayanan yazılar olan makalelerin temel ögesi fikirdir. Çoğunlukla uluslararası ve güncel konularda, öğrencilerin ilgisini çekecek tarzda yazılan makalelerden sonra en çok kullanılan hikaye ve fıkralar da kültür aktarımı açısından önemli rol üstlenmektedir.

4.2. İkinci araştırma sorusuna ilişkin bulgular

“Yabancı dil olarak Türkçe öğretiminde kullanılan kitaplarda edebi metinler ile sözlü kültür unsurları hangi etkinlikler için kullanılmaktadır?” sorusuna ilişkin bulgular aşağıdaki tabloda verilmiştir.

Tablo 4.2.1. Etkinliklerin metin türlerine göre dağılımı

Metin türü	Etkinlik türü		
	Soru cevaplam a	Boşluk Doldurm a	İşaretleme
Makale	x	x	x
Hikâye	x	x	x
Diyalog	x	x	x
Şiir	x	x	x
Röportaj	x	x	x
Biyogra fi	x	-	x
Roman	x	x	x
Haber	x	x	x
Mektup	x	x	x
Tiyatro	x	-	x
Anı	-	x	x
Öz Geçmiş	x	-	x
Fıkra	x	x	-
Masal	x	x	x
Efsane	x	x	x

Tabloda görüldüğü üzere, çalışmada incelenen kitaplarda kullanılan edebi ve kültürel metin türlerine göre, yapılan etkinlikler “soru cevaplama”, boşluk doldurma” ve “işaretleme” olmak üzere temelde üç başlık altında toplanmaktadır. Yine tabloda görüldüğü üzere, kullanılan metinlerin tamamına yakın bir bölümünde bu üç etkinliğin de varlığını görmekteyiz. İncelenen anı metinlerinde soru cevaplama etkinliği; biyografi, tiyatro ve öz geçmiş metinlerinde boşluk doldurma; fıkra metinlerinde ise işaretleme etkinliği görülmemektedir.

4.3. Üçüncü araştırma sorusuna ilişkin bulgular

Yabancı dil olarak Türkçe öğretiminde kullanılan kitaplarda edebi metinler ile sözlü kültür unsurlarının kullanımında hangi temel becerilerin kazandırılması hedeflenir? sorusuna ilişkin bulgular aşağıdaki tabloda verilmiştir.

Tablo 4.3.1. Kazandırılması hedeflenen becerilerin metin türlerine göre dağılımı

Metin türü	Kazandırılması hedeflenen beceri türü			
	Okum a	Dinlem e	Yazm a	Konuşm a
Makale	x	x	x	x
Hikâye	x	x	x	x
Diyalog	x	x	x	x
Şiir	x	-	x	x
Röportaj	x	x	x	-
Biyografi	x	x	x	-
Roman	x	x	x	x
Haber	x	x	x	x
Mektup	x	-	x	-
Tiyatro	x	x	x	-
Anı	x	-	-	x
Öz Geçmiş	-	x	x	-
Fıkra	x	-	x	x
Masal	x	-	x	x
Efsane	x	x	x	x

Tabloda görüldüğü üzere, çalışmada incelenen kitaplarda kullanılan edebi ve kültürel metin türlerine göre, "okuma", "dinleme", "yazma" ve "konuşma" olmak üzere yabancı dil öğretiminde hedeflenen dört temel dil becerisinin metinlerin çoğunda hedef alınmaktadır. Yalnızca özgeçmiş metninde okuma ve konuşma becerisinin hedef alınmadığı; şiir, mektup, anı, fıkra ve masal metinlerinde dinleme, anı metinlerinde yazma; röportaj biyografi, mektup, tiyatro ve öz geçmiş metinlerinde konuşma becerisinin hedef alınmadığı görülmüştür.

23 Sonuç Tartışma ve Öneriler

5.1. Sonuç

Ekonomik, sosyal ve kültürel gelişmeler sonucunda ülkeler arasında hareketliliğin artması yabancı dil öğrenmeyi önemli hâle getirmiştir. Türkiye'yi ve Türk kültürünü tanımak ve Türklerle daha iyi iletişim kurabilmek için Türkçe öğrenmek isteyenlerin sayısı giderek artmaktadır. Türkçe'nin yabancılar öğretiminden 11. yüzyılda Kaşgarlı Mahmut tarafından yazılan Divan-ı Lügatin Türk adlı eserde bahsedildiği ifade edilmektedir. Özellikle son yıllarda bu ihtiyacın karşılanması ve uluslararası boyutta ülkemizin tanıtımının yapılması için yabancılar Türkçe öğretimi konusu önemle ele alınmalıdır.

Yabancılar Türkçe öğretimi, günümüzde önemi giderek artan bir alan olarak bilim dünyasında da yer edinmektedir. Yabancılar Türkçe öğretimi alanı

Türkçeyi nasıl daha iyi öğretebiliriz sorusuna cevap aramaktadır. Bu alana ait kitaplar basılmakta, araştırmalar yapılmakta ve tezler yayımlanmaktadır. Yeni öğretim teknikleriyle Türkçenin öğretiminde kalıcılığı sağlamak hedeflenmektedir.

Özellikle yabancı dilde öğrenimin daha hızlı ve kalıcı olması açısından edebi metinlerin önemi büyüktür. Edebî eser olarak tanımlanan makale, roman, hikâye, şiir, tiyatro, biyografi, röportaj, anı vb. gibi metinler ile sözlü kültür unsurları olarak tanımlanan destan, efsane, masal, fıkra, tekerleme, atasözü, bilmece vb. gibi metinler kültürel açıdan bireysel ve toplumsal belleğin nesilden nesile aktarılmasıdır. Toplumsal belleğin temelini teşkil eden bu ürünler, yabancılar Türkçe öğretimi alanında da önemli başvuru kaynaklarıdır.

Türkçeyi yabancı dil olarak öğrenenlerin yaşlarına ve öğrenmedeki dil düzeylerine uygun olarak seçilen günlük yaşamın anlatıldığı hikâye ve romanlar, Nasrettin Hoca fıkraları, Keloğlan masalları, mitolojik efsane ve destanlar, şiirler değişik seviyelerdeki dil öğretiminde hedefi olduğu kadar, kültür aktarımında da önemli rol üstlenirler. Türkçenin yabancı dil olarak öğretilmesinde yararlanılan kaynaklarda edebi eserlerin kullanımını artırmak suretiyle, öğrencilerde okuma kültürü ve sevgisi oluşturarak daha zevkli bir şekilde dil öğrenmelerini sağlamak mümkündür.

Bu çalışmada, Türkçenin yabancı dil olarak öğretiminde yararlanılan kitaplarda hangi tür edebi metinlerin ve sözlü kültür unsurlarının hangi etkinliklerde kullanıldığı ve hangi temel becerilerin hedef alındığı incelenmiştir. Bu amaçla, yabancı dil olarak Türkçenin öğretiminde kullanılan Yeni Hitit Yabancılar İçin Türkçe 1, 2, 3 seviyeleri ders ve çalışma kitapları, İstanbul Yabancılar İçin Türkçe A1,A2,B1,B2,C1 seviyeleri ders ve çalışma kitapları; Yedi İklim Türkçe A1,A2,B1,B2,C1,C2 seviyeleri ders ve çalışma kitapları tarama yöntemi ile incelemeye alınmıştır. Elde edilen bulguların değerlendirilmesinde, incelenen kitaplarda edebi metinler ve sözlü kültür unsurlarının önemli oranda kullanıldığı görülmektedir. En çok kullanılan metin türünün makale olduğu, çeşitli konularda yazılan makalelerin okuma, dinleme, yazma ve konuşma gibi temel dil becerilerinin tümü hedef alınarak; soru cevaplama, boşluk doldurma ve işaretleme etkinliklerinin tamamında kullanıldığı tespit edilmiştir. Diğer metin türlerinin de çoğunluğunun temel dil becerilerinin kazandırılmasını hedef alan nitelikte kitaplarda işlendiği görülmektedir.

5.2. Tartışma

Çalışmada elde edilen sonuçlar, Türkçenin Yabancı dil olarak öğretiminde gelecek dönemlerde kullanılacak

kitap ve diğer yardımcı materyallerde kullanılması öngörülen metinlerin seçiminde üzerinde özenle durulması gereken noktalar. Çünkü dil öğretiminin yanı sıra kültür aktarımı da hedeflenmelidir. Türk toplumunun günlük yaşantısını, gelenek ve göreneklerini, örf ve adetlerini, hukuk kurallarını, kültürel anlamda Türkçe öğrenen kişilere aktarılması, dilbilgisi sisteminin öğretilmesi kadar önemlidir. Araştırmada bulunan sonuçların, Türkçe öğretimi amacıyla hazırlanacak kitap ve yardımcı materyallerde dikkate alınması yararlı olacaktır. Bu konuda kültürlerarası farklılıkların da dikkate alınarak, yanlış anlamalara yol açmadan dil öğretimi ve kültür aktarımı aracı olan metinlerin yaratılması önemli bir konudur. Yayınların bu konular dikkate alınarak hazırlanması yerinde olacaktır.

5.3. Öneriler

Bu çalışma kapsamında incelenen Türkçe öğretim kitap serilerinde en çok rastlanan makale türü metinler çoğunlukla telif metinlerdir. Bu tür metinler mesaj verilmek istenen konuya doğrudan giriş yapılan kurgu metinler olduğundan, öğrencilerin günlük yaşamda karşılaşılabileceği durumlara zaman zaman uzak kalmakta, bu nedenle de temel seviyelerde kullanımı azalmaktadır. Bu seviyelerde doğrudan günlük yaşamı yansıtan metinler dil öğretimi açısından daha etkili olmaktadır.

Yabancı dil olarak Türkçe öğretiminde seviyelere, yaş gruplarına ve hatta ilgi alanlarına göre basit metinlerden ağır metinlere doğru bir sıra izlenmelidir. Bu doğrultuda edebî metinler ve sözlü kültür unsurlarına öncelik verilmesi, kültür aktarımı açısından da önemlidir. Türk edebiyatının yazılı ve sözlü eserleri ile dünya edebiyatından örneklerin ders kapsamına alınması, öğrencideki öğrenme isteğini artırır. Düşünce yazıları ile öğrencinin ufku genişler, olaylara ve insanlara bakış tarzı değişir. Bu nedenle Türkçenin yabancı dil olarak öğretiminde edebiyat ürünleri dikkatle seçilmeli ve hedef becerilerin kazandırılması açısından etkinliklerde kullanılmalıdır.

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ISSUES OF INTERCULTURAL COMMUNICATION IN ENGLISH LANGUAGE TEACHING

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Abstract

The increased globalization of the economy and the interaction of different cultures was a reason for the concept of world culture to emerge. It is an idea that traditional barriers among people of different cultures will break down the traditional barriers among people. Intercultural communication takes place between nations and governments rather than individual to individual and it is quite formal and ritualized. Thus successful communication depends on shared cultural norms. The concept of interculturalization emphasizes communication as the primary goal of language learning, sees culture and language as closely linked; recognizes that culture is always present when language is used, sees cultural skills as important as language skills in language learning. When the communication takes place between people of different cultures and they share a common language, things can certainly go wrong. Moreover speaking the language does not mean that you have the background knowledge that native speakers assume you have. The issues of IC such as barriers in communication, stereotypes, ethnocentrism, culture shock and conflicts will be discussed in this study in terms of English language teaching.

Key words: intercultural communication, ELT, globalization, foreign language, teaching.

1 Introduction

The increased globalization of the economy and the interaction of different cultures, was a reason for the concept of world culture to emerge. This is an idea that traditional barriers among people of different cultures will break down the traditional barriers among people. Intercultural communication takes place between nations and governments rather than individual to individual and it is quite formal and ritualized. "Since all international business activities involve communication, knowledge of intercultural communication and intercultural business communication is needed" (Chaney & Martin, 2014, p.14). If communication is the process by which people exchange information or express their thoughts and feelings or ways of sending and receiving information, the process can become very

difficult if there is a big difference between the two cultures. As Gibson points out "if there is too much cultural noise the communication can break down completely" (Gibson, 2002, p.9). Thus successful communication depends on shared cultural norms. According to Anggraini (2015), the cultural and language knowledge are essential for highly effective communication. "This concept emphasizes communication as the primary goal of language learning, sees culture and language as closely linked; recognizes that culture is always present when language is used, sees cultural skills as important as language skills in language learning" (Anggraini, 2015, p. 2). When the communication takes place between people of different cultures and they share a common language, things can certainly go wrong. Moreover speaking the language does not mean that you have the background knowledge that native speakers assume you have. The issues of IC such as barriers in communication, stereotypes, ethnocentrism, culture shock and conflicts will be discussed in the following sub-chapters.

24 Barriers in Communication

Communication barriers are obstacles to effective communication and a very common example of such barrier is the head nod (in the U.S.A. means understanding, in Japan means only listening, in Bulgaria means a negative answer). Some of the barriers to communication are the following (Smith and Bell, 1999, p.40):

- a) physical - connected to time zones, the environment and the comfort needs
- b) cultural - ethnic, religious, social differences in the surrounding
- c) perceptual - viewing what is said from your own mind set
- d) motivational - the listener's mental inertia
- e) experiential - lack of experiencing similar happenings
- f) emotional - personal feelings of the listener

- g) linguistic - different languages used by the speaker or listener or the use of a vocabulary beyond understanding
- h) non - verbal - non-verbal messages
- i) competition - the listener's ability to do other things rather than hear the communication

All these barriers can lead to different problems in communication according to the situation. The Internet and the current innovations have opened up new commercial centers that enable to elevate the organizations and institutions to new geographic areas and societies. If the correspondence is electronic, it is as simple to work with somebody in another nation as it is to work with somebody in the following town. Lunenburg (2010) concludes that "communication is the process of transmitting information and common understanding from one person to another. The elements of the communication process are the sender, encoding the message, transmitting the message through a medium, receiving the message, decoding the message, feedback, and noise" (p.10). Understanding cultural diversity is another thing that can help towards effective communication. In diverse social settings, this conveys new correspondence difficulties to the working environment. Without getting into societies and sub-societies, the most important thing for individuals to understand is that an essential comprehension of social assorted variety is the way to viable culturally diverse correspondences.

25 Stereotypes

In the nature of humankind there is an inclination to characterize and classify and after that to make speculations regarding new individuals and things because of absence of likeness. Generalizations mirror the dread of the "obscure" and by diminishing vulnerability they make individuals feel more confident. In each culture there are various jokes and drama characters in light of generalizations. According to Gibson "a stereotype is a fixed idea or image that many people have of a particular person or thing which is not true in reality" (p.12). Generalizations and categorizations are needed but if they are too strict they can also be a barrier in communication. Bad intercultural training will confirm stereotypes. Good training avoids stereotyping and encourages trainees to change their view in the light of what they observe. Allport (1954) defines the stereotype as an exaggerated belief associated with a category. Its function is to rationalize our conduct in relation to that category. In intercultural communication it is very important to differentiate what

is part of the person's own character, what is part of the cultural background and human nature. Lippman (1922) indicated that stereotypes were means of organizing your images into fixed ideas and simple categories that use to stand for an entire collection of people. Hofstede (1991) uses a pyramid to illustrate the levels of uniqueness of humankind and according to him, every person is some way like all other people, some, or none (Gibson, 12). People as a whole have certain things in common. We need to rest, eat, and survive. These are widespread acquired qualities. We additionally do a few things on account of our way of life: when we eat and rest, how we attempt to survive. These are particular qualities to specific groups of individuals and are learnt. What is more, we additionally do a few things due to our individual identity. Those characteristics are both inherent and learnt. If we want to understand the behavior of a person, it is essential to consider all the levels of uniqueness. Stereotypes, perceptions about certain groups of people or nationalities, exist within every culture.

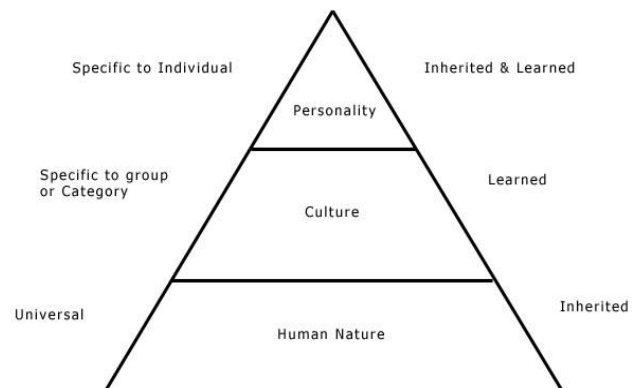


Figure 1 – Hofstede's three levels of uniqueness (1991)

Inside a culture there will be a scope of states of mind, convictions, qualities and practices. It is conceivable to make speculations regarding society. However care ought to be taken in applying those speculations to people. When we meet an individual we cannot tell where he/she is on the range depending on the number of people and how certain norms are accepted by this group of people.

Stereotyping can be positive as long as it encourages you to see some ordinary qualities of the individuals' conduct. Then again it can cause issues if you have previously established inclinations about all individuals for a particular group without considering their individual contrasts. Being misrepresented, overstated

and summed up, generalizations do not have the feeling of variety from the assumed example. They are a sort of channel which permits the flow of the information which is reliable with the same information already held. Stereotypes are predominantly negative but they can be positive as well. Even when they are positive, they can narrow your perception. Stereotypes are learned at home from parents and later children learn them at school from their peers in the process of the socialization.

Teaching English as a foreign language requires teaching certain elements of foreign cultures and presenting relevant and objective information should be an important aim in the teaching process. However, times change and also stereotypes. Thus, the English language teacher should help their students understand and accept cultural diversity, teach them how to avoid criticizing and idealizing other cultures and finally teach them how to appreciate their own culture. Because no culture is better or worse but it is just different. As the famous Levi Strauss pointed out in 1991:

Cultural relativism affirms that one culture has no absolute criteria for judging the activities of another culture as 'low' or 'noble.' However, every culture can and should apply such judgment to its own activities, because its members are actors as well as observers. (p.7)

26 Ethnocentrism

Stereotypes are merely connected to ethnocentrism. The reason for that is the explanation of ethnocentrism as a belief that one's own culture is superior to others. A very good example of it is the stereotype tourist in the host country complaining about how much better is everything back home (Verderber, Verderber & Sellnow, 2012). Ethnocentrism assumes that our own culture is superior to others, and it is considered to be the only one right, while others are underestimated. Everything that deviates from the norms, customs, the value system, the habits of behavior in one's own culture is considered to be of low quality and qualifies as incomplete with respect to it. The latter is placed in the center of the world and used as a benchmark in assessing the manifestations of other cultures, as foreign values are viewed and valued from the standpoint of their own culture.

According to Levinson (1950), the term is used to mean cultural limitation, the tendency of the individual to be

"ethnically centered", to strictly follow the idea of "cultural equivalence" and to reject the idea of "uniqueness". Reynolds (1987) states that ethnocentrism is a belief that its own culture (ethnicity, race, gender, class, country) truly outperforms all others, and the tendency not to recognize that understanding is a prejudice. LeVine and Campbell (1972) define ethnocentrism as an "attitude or perspective in which values derived from their own cultural background (preparation) and are applied in other cultural contexts in which different values take place."

Ethnocentric overestimation of one's own culture and underestimation of strangers is found in many cultures in different regions of the world and is known to scientists as a fact with a long history. The majority of the cultural anthropologists say that ethnocentrism to one degree or another present in each culture. They believe that looking at the world through the prism of its own culture is natural and that it has positive and negative consequences. The first is that ethnocentrism allows unconsciously to recognize the bearers of foreign culture, and the second is in the conscious attempt to isolate people from one another and to form a negative attitude towards others. In the process of intercultural communication, representatives of different cultures are forced to perceive and interpret foreign culture with its peculiarities. This process implies a new way of thinking because the use of the values of one's own culture to evaluate others is most often a mistake. The interpretation of the foreigner occurs in the process of comparison with our own.

Ethnocentrism is a phenomenon which is encountered on a daily basis when comparing ourselves with people of the opposite gender, different age, members of different communities when there are differences in the cultural patterns of the representatives of the social groups. The alternative to ethnocentrism is cultural relativism, which allows us to find a way to cooperate and mutually enrich the cultures of different groups. According to Bennett (2004), as people became more interculturally competent it seemed that there was a major change in the quality of their experience, which was called the move from ethnocentrism to ethnorelativism. Bennett has used the term "ethnocentrism" to refer to the experience of one's own culture as "central to reality." By this he assumed that the beliefs and behaviors which people receive in their primary socialization are unquestioned; they are experienced as "just the way things are and the term "ethnorelativism" actually means the opposite of ethnocentrism – the experience of one's own beliefs and

behaviors as just one organization of reality among many viable possibilities (Bennett, 2004). There are six stages through which people should go through in order to become ethnocentrists. The most ethnocentric phase is the denial of cultural differences, followed by the defense against cultural difference. The third phase which is in the middle of the model is the minimization of cultural differences which looks like a changing point of the "isolated" behavior towards other cultures and continues with acceptance and adaptation of cultural differences. Finally, integration is the last stage of becoming ethnocentric and the whole sequence has formed the DMIS model which will be discussed in details in the literature review.

The school is a social-pedagogical institution that obliges us to abide by certain rules of conduct and communication that are based on the imperatives of society. By going to school, children from different ethnic and social groups form a new community that has its own rules, values and norms that often go hand in hand with the norms and rules of the family community from which they originate and who have mastered at an earlier age. If the teacher shares the ideas of cultural relativism, he or she could ease the transition from the norms, values and rules of one culture (family, ethnic) to the other - the school, which is multicultural. The new multicultural environment also involves different approaches to interaction between individuals and groups in school. Among them, as the most productive and prosperous is the intercultural approach, through which conditions for mutual acquaintance and enrichment of cultures are created. The main "antidote to ethnocentrism" is the respect for diversity, which must become an educational goal (Maude, 117). It requires observing the basic principle - one who respects diversity does not determine what values should prevail when the values of different cultures are in contradiction. In the multicultural classroom, the teacher should be a model for such an attitude and the relationships in the classroom should be based on mutual respect. Finally, the learning content should not be ethnocentric, and must give enough opportunities for other cultures to appear and do not give them opportunities to be minimized.

27 Culture Shock

Culture shock is something that should be looked into details because as mentioned above, when you visit another country you can have problems with the locals or experience culture shock. Oberg (1960) defined culture shock as "a malady, an occupational disease of

people who have been suddenly transplanted abroad". Even though globalization has come to the world, most of the world's people are still not globalized. The reason for that are the issues discussed in this chapter and one of them is culture shock. Everyone is excited when visiting a foreign country no matter what the purpose is: studying, travelling, business, etc. When going abroad people encounter unfamiliar things such as different language, food, everyday life, verbal and non-verbal communication, expressing feelings and so on. These activities can lead to frustration, stress and anxiety which are actually the symptoms of experiencing culture shock.

If one decides to move to a different country then he or she will meet people from another culture with different religion, traditions and habits practiced by that group of people. In that case the person will probably have problems in adjusting to the new culture and this leads to feelings of confusion, insecurity, trauma and strangeness. The term "cultural shock" was first used in 1951 by anthropologist Douthett in connection with the experiences of anthropologists in their encounter with unknown cultures, and in 1960 Oberg extended the use of this concept, assuming that it is applicable to all individuals who are confronted with new onestray cultures. According to him, the process can be described as follows: "honeymoon - crisis - recovery - adaptation". However in studies affecting academic education, these terms are known as U-Curve and are usually presented as below:

1. Honeymoon stage
2. Grief (confusion/disintegration) stage
3. Re-integration stage;
4. Self-government/ adjustment stage
5. Independence stage

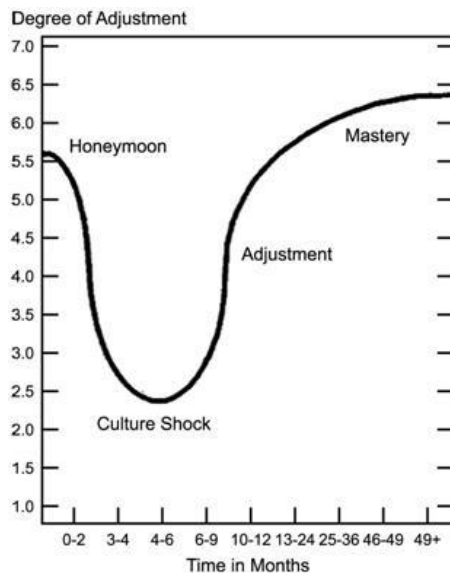


Figure 2 - Stages of culture shock (Kim 2001)

The concept of "cultural shock" for Kim (2001) is limited in a relatively short period of time disorientation and a sense of discomfort from the unfamiliar environment and the lack of acquaintances elements that give a sense of tranquility (p.18). In 1977 Bennett described cultural shock as "variation and the sum of reactions caused by significant changes in the whole spectrum of circumstances (p.46). Church in 1982 gave the following definition of cultural shock: "the physical, psychological and behavioral reaction that often occurs when individuals are trying to live, work or study in a strange cultural context" (p.555). The term "cultural shock" is now understood to be a stress caused by contact with the unknown culture, accompanied by a lack of skills to overcome the situation and other terms are also used in this sense such as "adaptation," and "acculturation".

Oberg states that culture shock is the feeling of anxiety that results from losing all the familiar signs and symbols of social intercourse. Those signs include the ways we orient ourselves in everyday life (1960, p.167). It is actually a communication problem that involves lack of understanding of the verbal and non-verbal communication of the host culture, its traditions and values. People who experience culture shock can become home-sick, eat or drink compulsively and show unexplained anger and aggression towards the local people.

Understanding the different aspects of cultural adaptation and methods for an easier transition during the period of acculturation are crucial for achieving

success in learning a foreign language. In the era of globalization, the clash with some of the elements of cultural shock cannot be avoided in business communication, social life and cultural exchange. Culture shock happens due to intercultural communication and the cultural diversity of today's world. It can happen in the English classroom due to having students from different ethnic backgrounds who sometimes move in a different city or country and students can experience the mentioned feelings. What should be done about it is to acquire some knowledge beforehand in order to acquire skills for intercultural communication which are of particular importance at the moment when in all spheres of life we encounter the necessity of intercultural competences - in academia, globalized business, daily communication.

28 Dealing with Conflicts in the English Language Classroom

Conflicts exist in every culture. Societies are like underground waterways that have gone through our lives giving us messages that shape our observations, attributions, judgments, and thoughts of self and the other. In spite of the fact that societies are powerful, they are frequently oblivious, influencing in the process to determine ways to solve conflicts in subtle ways. Anne Campbell (2000) points out that "the development of the individual cultural identity is a process of acceptance of the cultural norms, beliefs, attitudes and values of one cultural group and the concepts of the cultural identity fails to allow that individuals may identify with more than one cultural group, may change their cultural identity in a new cultural context, or may have developed the ability to move between different cultural contexts without losing their sense of individual identity" (p.31). This confirms that societies are more than one dialect or one dress code, and nourishment traditions. Social groups may share race, ethnicity, or nationality, yet they additionally emerge from cleavages of era, financial class, political and religious alliance, dialect, gender etc. However, two things are fundamental about societies: they are continually changing, and they are identified with the symbolic measurement of life.

Conflict situations may happen in the foreign language classroom due to different reasons such as cultural misunderstandings, personal clashes, different goals in life, prejudice etc. If the teacher does not deal with conflicts and allows the conflict to escalate, students may act aggressively or frustrated. According to Morrisette (2001), instructors sometimes feel that

whenever conflict occurs in the classroom that it is a reflection of their shortcomings as teachers (p.5). Furthermore, this can result in hostile learning environment where students do not feel confident to study, participate or have friends in that surrounding. Conflict situations can be solved effectively through a variety of activities and strategies such as mutual understanding, giving opinions, debates. However, in order to achieve that numerous skills are needed: listening skills, assertiveness, intercultural knowledge which includes respect, empathy and sensitivity towards the other. The nature of teaching a foreign language includes dealing with different ethnicities and nationalities and many qualified English teachers usually experience difficulties adjusting to the culture of their students. These feelings of anxiety and a lack of understanding of the students' culture can lead to conflicts in the classroom that interfere with learning (Kramsch, 1993; Al-Issa, 2005). Moreover, when teachers face cultures much different than their own sometimes they are not aware that the conflicts happen because they teach students from different cultural backgrounds. The reason for that is the lack of knowledge of intercultural communication and of course intercultural communication competence. Teachers who have developed the intercultural competence whether from trainings or going on mobility abroad are able to adapt to the students' culture and will allow them to be effectively engaged and connected with students from different ethnicities than their own.

Conflicts may arise because of different reasons. Speaking about the Roma students in Strumica, the case is that they are not usually accepted by the rest of the students because of the different cultural values, and religion. What is appropriate for the Macedonian students may not be appropriate for the Roma students. Sometimes, the language can be a barrier - either the English or the Macedonian language in this case. Unfortunately, it is very common that Roma students go to school and do not know the Macedonian language and cannot communicate with everybody in the classroom. Very often in such cases cultural clashes are common and if the teacher remains calm and is not interested to address the situation, everything will go out of control. It is essential to overcome the cultural and language barriers and to solve the situation in a sensitive and careful manner. It is very important to find a way to communicate with all of the students. The teacher should have open communication with the students, finding a way to help them understand each other remaining calm, cool and honest. In addition, it is

important to teach them how to respect themselves finding particular activities to make them speak freely about their culture, compare it to another, discuss the norms and traditions and from all these experiences they will finally learn how to appreciate and respect everybody in the classroom. Because of immigration and globalization the classrooms have become increasingly diverse so the differences between students are of huge importance. "As long as students remain in their own culture, they take their culture for granted. When surrounded by those who are different, they become more consciously aware of their own culture" (Weaver, 1995, p.24). Very often the awareness gives feelings of anxiety or even haltered leading to students' comments that may be disturbing or offensive.

Observing delicate situations such as clashing cultural conclusions because of the course material is a decent approach to start. Some course themes will stress contrasts between cultures in ways that will create unsurprising differences in behavior. In any circumstances, when an exasperating comment leaves unpleasant feeling for example furious, or outraged, it can rapidly energize the classroom in profound and alarming ways. At such cases it is evident how individuals' dissimilarities can make a climate that disrupts the learning process. These situations of profound contradiction will definitely happen in the intercultural classroom, regardless being unequivocally or not. Recognizing contrasts and the clashing perspectives they bring enables teachers to be more successful similarly as the tendency to our students' uneasiness to empower the difficulties and make them end up as more compelling students. When differences in cultural norms and values between home and school automatically have the effect of alienating students there are different possibilities. Some of the students are able to switch cultural identities with ease and achieve better results at school (Campbell, 2000).

My personal experience has taught me that it is very important to establish some rules for acceptable behavior in the classroom early in the term. Those rules can be written on a wallpaper and all the students should be able to see them whenever they enter the classroom. Another important thing is to follow the communication and interaction of the students. If the teacher feels some kind of a tension this should be discussed aloud in front of everybody and all the students should express their opinions and reactions. The most important rule is that students should treat each other with respect. They should listen actively and be aware of other students'

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

perspectives. Very good examples to do this are the following activities:

1. To ask students to talk about their beliefs by taking others' views into account.
2. To ask each student to reformulate the other student's point in a manner satisfactory to that person before responding to it. This will help prevent careless arguing.
3. Challenging students' unwarranted assumptions (such as, "That's an example of how all Xs act like Y.")
4. Make argumentative debates with affirmative and negative teams whereas a thesis would be given and the teams should provide either positive or negative arguments, defend and justify them and accept the winner without having the feeling of a loser.
5. Encouraging students to use a perception check if they fear they have inadvertently offended another student (or modeling such behavior yourself). To do so, describe what you think another person is feeling/thinking and request that the person confirm or correct this. "You seem offended. Are you?" or "Did I paraphrase your last comment incorrectly?"

This will help improve intercultural communication by making sure every student feels heard and understood, even when there is a difference of opinion (Brookfield 143).

29 Conclusions

Intercultural communication as a complex term should be explored from different perspectives in order to define it. First, it is important to explore the terms culture and communication which are in relation to intercultural communication. There are numerous definitions of culture amongst which a very interesting one is by Tylor who wrote it in 1871 stating that culture is "that complex whole which includes knowledge, beliefs, arts, morals, law, customs and any other capabilities and habits acquired by a human as a member of society (p.2)". It is difficult to define culture and it is not strange that this word has also been described as one of the two or three most complicated words in English language. A very famous scholar in this field Hofstede (2001) defined it as "the collective mental programming or the software of the mind that distinguishes the members of one group or category of people from others" (p.9). However in his book *Culture's Consequences* (1980) he introduces the use of the concept of dimensions of culture: basic problems to which different national societies have over time developed different answers. National culture is what

distinguishes one country from another. It is what every individual belonging to that culture is indoctrinated with. In one of his interviews, Hofstede makes the claim that the acquisition of one's national culture is an unconscious process, because we are born into a certain culture and by the age of 9 or 10 we have already acquired all of the elements, language, behaviors, values, history and organizations of that culture (October 10, 2011). This is done subconsciously, simply because that particular culture is the only culture we know and are exposed to. Consequently, one is so thoroughly imbued with all of the elements typical of their own culture that while growing up it becomes almost impossible to comprehend how anyone else's culture could be any different from theirs. The second level of culture defined by Hofstede is the culture we encounter as part of the working world i.e. organizational culture. The definition of this cultural subtype can be embedded in Hofstede's definition of national culture by simply replacing the terms group or category of people with organization, i.e. "the collective programming of the mind that distinguishes the members of one ... [organization] from others" (Hofstede, p. 9).

The reason why culture is something that one should be aware of is that people need something to rely on. Everyone needs some moral and legal rules to follow and obey in order to know whether what is being done is right or wrong. Culture is what makes people feel as being part of something, and this is an inevitable desire of every human being. People want to know that they are a part of something and that there are other people who share their views, opinions and experiences. Culture and intercultural communication are inevitably connected. Culture gives essential information to communication. This brings understanding through a common background of mutual experiences, histories and geographical location. Shared experiences over the years and centuries create culture which is essential for understanding and communication. As Helen Spencer Oatey points out "the shared assumptions of a group of people help to interpret the behavior and words of those in and outside the group" (2012, p.2). She explores the interactive accepts of cross-cultural communication. Cross-cultural communication is not the same as intercultural communication. On the one hand, cross-cultural communication is not about the communication of people from different cultures but the comparison of their differences across culture. This means that cross-cultural communication is comparative in nature and deals with the communication patterns of different

cultures. On the other hand intercultural communication examines how the specific cultural differences affect the interactions of the people involved in that communication. (Gudykunst, 2002).

Intercultural communication is interdisciplinary and integrates disciplines such as: anthropology, sociology, linguistics, psychology, history, geography, arts, music etc. Intercultural communication is defined as interactions with members of other cultures in which an individual strives to understand the cultural values, beliefs and norms of other parties and to use that understanding to adapt his/her communication style to achieve a meaningful exchange and win-win result (Sadri & Flammia, 2013, p.26). When people have mutual experiences this leads to deeper understandings of the group. It is not surprising that the idioms, proverbs and non-verbal gestures are very often misunderstood by people who are outside the group i.e. from a different culture. In order to communicate, if people are from a different culture, they do not just need a mutual language, but they should also make an effort to understand the culture. No matter the fact that English language has become a global language, its use as a means of communication cannot remove the need for cultural understanding between people from different cultures. Communication, as an element of culture is a symbolic process by which people pass the information to each other and create shared meanings. (Gydikunst, 27).

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THE L-VERB FORM IN THE MACEDONIAN LANGUAGE

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Abstract

The aim of this paper is to present the l-verb form in the Macedonian language, in relation to its diachronic and synchronic development, the formation of imperfect and perfect verb forms, as well as its meanings. Regarding the formation, we will focus on the type of verb. The l-verb form in the Macedonian language is used in the following temporal forms and one way: past indefinite time (to be - perfect), past tense (pluperfect), future tense and potential mood. The examples that we have singled out, in which the basic meanings of the l-verb form in the Macedonian language are expressed, are: witnessed evidentiality, imperceptibility, admiration and irony. Regarding the meanings, we emphasize that, usually, the examples witnessed in the Macedonian language show the unconsciousness of the speaker about the event to which the verb refers, and the representation in the Macedonian language is one of the essential properties of the verb system. The category that forms the personal space in the Macedonian language is evidentiality. The meaning of imperceptibility of the l-verb form in the Macedonian language includes only the aspect that refers to the transmission of the information second hand by expressing an assessment regarding the reliability of the information that is transmitted. For the purposes of this paper, we will analyze only the meanings of the examples in which the l-verb form is used, which are most often used in the Macedonian language.

1 Introduction

Different terminology is used for the constructions in which the l-verb form is used.

According to Friedman (2001: 31-38), the term *inferentialis* in Turkish means a specialized morpheme with which the speaker does not offer a guarantee as to the authenticity of the message, the term *status* on American territory referred to the transitional status within that modal category; the term *non-confirmativus* refers to constructions that did not confirm the truth of the

statements, and Bulgarian grammar has paradigms that express "unproven events".

Friedman (2001: 37) points out that for these constructions in the Macedonian language the term *retelling* is used, which is also called second-hand information. The term *evidentialis* is also accepted, which is built based on the opposed, witnessing and non-witnessing.

The category of distance according to Lunt (1952: 67) unites the evidential and admiral constructions. Evidentiality is also used by Plungian (2001: 349-357), when the speaker does not want to be responsible for someone else's information, and according to Wiemer (2006: 5-67) the transmission of other people's words can be neutral, and when the subject doubts the veracity of the information, he expresses distrust.

The function of the old Slavic Perfect was productivity and the Perfect later developed new functions. Historically, this process took place towards the general Past Tense, as in other Slavic languages, or towards the Past Indefinite Tense, in which the l-verb form is used, as in the Macedonian language.

2 Diaschronic and Synchronic Development of the Verbal L-form

Regarding the development of the l-verb form in the Old Slavic language, as Blaze Koneski stated (1967: 403), has a second active participle of the *preterite* (*participium praeteriti activi II*), which is called the l-participle, which is formed from the base of the infinitive by adding the following suffixes:

Table 4: Participium praeteriti activi II

-лѣ (m.g.)	-ла (f.g.)	-ло (n.g.)
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This participle, in all three numbers ending in O / A change, has forms only for the nominative. It is also used to form complex verb tenses.

As stated in Friedman (2004: 103), the l-verb form in the modern Macedonian language has the same function and the same way of construction with the second past active participle of Preterite (participium praeteriti activi II) from the Old Slavic language. According to the characteristic suffix -l, the name of the simple l-verb form is obtained, which has a change only by gender (in the singular) and by number.

As Markovic (2007: 121) points out: "In the Macedonian Ohrid dialect there are two types of participle: l-participle and n / t-participle which are used in constructions with: would, will, to - infinitive." The verb system in the Macedonian language, and especially in the western Macedonian dialect (which includes the Ohrid dialect that he researched), can be called a verb system of the 'Balkan' type.

2.1 The verbal l-form (imperfect and perfect forms)

In the book Grammar of the Macedonian Standard Language for Foreigners, L. Minova-Gjurkova (2006: 117) states that the type or aspect is a grammatical category of "first degree" in the verb system of the Macedonian language. The aspect determines at what time and in which way the given verb will change, it is a kind of "innate" feature of the verbs in the Macedonian language. Verbs in the Macedonian language are divided into three types:

Table 2: Verb form

Imperfect verbs	<i>have, walk, sleep</i>
Perfect verbs	<i>read, blushed, ate</i>
Dual version (imperfect and perfect)	<i>updates, verifies, motorizes</i>

The l-verb form in the Macedonian language is formed from imperfect and perfected verbs by type.

- The verbs from the a-group have only one l-verb form for example: see - saw , -l for the masculine singular, -la for the feminine singular, -lo for the middle gender singular and -le for the plural for all genders: By adding gender and number markers to the a-group verbs, no changes are made to the base: The e-group and i-group verbs

can form two l-forms, for example: become - became / became, learned - learned / learned. According to the formations it can be seen that there are perfect l-forms (e.g.: got up, learned, *станал, научил*) and imperfect l-forms (e.g.: got up, learned, *станел, научел*) which are formed from perfect verbs.

- The verbs e-group and i-group have a vowel -e before the ends of the imperfect l-forms, so the imperfect l-forms have a different vowel from the aorist l-forms, ie: In the verb l-forms derived from the verb "ide", l-the form is added directly to the base (idel, idela). The root consonant -d is changed to -sh, and in the masculine examples the singular -j is rejected and the vowel -o is added before the l-form.
- In the explanations for the formation of the verb l-form, Mišeska-Tomić (2012: 308-309) states that: "The verbal l-forms in the verbs from the group -I, in front of which there is a vowel – o, have appropriate formations in the passive voice as well." The verb forms *броел – бројал* can be equated with the forms *броен – бројан*, and *стоел – стојал* with *стоен – стојан*. In such contexts, both l-forms derived from the perfect tense (example: *бројал, стојал*), as well as their passive equivalents (example: *бројан, стојан*) are used mostly with prefixes.

Many verbs that are formed with prefixes have two l-forms, i.e. imperfect and perfect l-form.

[1a.] Вели дека си ме **поканил**.

[1б.] He says that you invited me.

[2a.] Се гледа дека си **пишувала** со молив.

[2б.] I see that you have written with a pencil.

2.2 Witnessed

Unconsciousness often implies absence from the area where the event takes place. In fact, it is possible for the speaker to be convinced that the event is true, even though he did not witness it and in that case no elements of witnessing are applied.

The l-verb form in the Macedonian language also has the meaning non-witnessing or retelling.

In the examples where the verbal l-form is used, the speaker usually wants to express disbelief, for example:

[3a.] **Бил** на испит.

[3б.] He took an exam. (I cannot believe it)

In such cases, he can also express a neutral attitude towards the situation, i.e.:

[4a.] *Бил на испит.*

[4б.] He took an exam. (and that's all)

We noticed that Blaze Koneski (1987: 464-467) also had doubts about whether to use the term retelling or determination.

This is also pointed out by Friedman (2009: 53), according to whom: "The narrated speech represents every repetition of a statement by another speaker, without that repetition being a direct quote."

2.3 Evidentiality

One of the meanings of the I-verb form in the Macedonian language is the meaning of evidentiality.

Declarative conjunctions when, because and that are neutral in relation to evidentiality (they are used in addition to the perceptual verb saw). These conjunctions can be used in both evidential and non-evidential statements, i.e.:

Table 3:

<i>Evidential statements</i>	<i>Non-evidential statements</i>
[5a.] <i>Од прозорецот виде кога детето падна во реката.</i> [5б.] He saw from the window when the child fell into the river.	[6a.] <i>Од прозорецот виде кога детето паднало во реката.</i> [6б.] He saw from the window when the child fell into the river.
[7a.] <i>Виде дека се удрих?</i> [7б.] Did you see me hurt myself?	[8a.] <i>Виде дека сум се удрил?</i> [8б.] Did you see me hurt myself?
[9a.] <i>Не видов оти се удри.</i> [9б.] I didn't see you hurt yourself.	[10a.] <i>Не видов оти си се удрил.</i> [10б.] I didn't see you hurt yourself.

- According to Plungian (2001: 349-357) the essence of the evidentiality is in pointing out the source of the information. He points out that forms used for retelling allow the information received from another person to be transmitted. In this context, the speaker is the one who does not want to be responsible for someone else's information, and emphasizes that he was not a

direct participant in the events and cannot talk about its veracity, and the subject may indicate that he conveys information borrowed from some indirect sources.

- According to Friedman (2004: 104), in the Balkan languages, more precisely in the Macedonian language, we have two types of evidential meanings confirmatory (confirmed) and non-confirmatory (unconfirmed).

In the Macedonian language there are expressions which represent a graded qualification of the speaker for the truthfulness of what is expressed with the utterance and in this function different modal words and expressions are used, usually intonation separated from the basic part of the sentence, such as the expressions: without a doubt, of course, certainly, just like that, probably and maybe, that is:

[11a.] *Јас мислам дека таа секако дошла.*

[11б.] I think she definitely came.

[12a.] *Мислам дека таа, можеби, дошла.*

[12б.] I think she may have come.

2.4 Imperceptibility

The evidence presented, according to Tofoska (1998: 42), is expressed with grammatical and lexical indicators. So according to the following example:

[13a.] *Инцидентот се случил на идентичен начин како и во претходната сесија*

[13б.] The incident happened in the same way as in the previous session.

Indirect evidence is expressed, information about an unverified event is transmitted that the meta-speaker decided to convey as unconfirmed. From this statement we can not be sure how the speaker has information about this event.

If the speaker wants to specify the evidence, i.e. the source of information about the event, then in addition to the grammatical indicator, it will also use a lexical indicator, which points to the specific source of information, as in this example:

[14a.] *Од УЈИЕ соопштуваат дека инцидентот се случил на идентичен начин како и во претходната сесија.*

[14б.] SEEU states that the incident happened in an identical way as in the previous session.

There are statements in which the presence of indicators of retold evidentiality (grammatical and lexical) does not indicate their greater distance from what is said, but they complement each other. In this context, as Tofoska (1998: 45) points out, the grammatical indicator shows that it is an indirect evidence, while the lexical indicator specifies the information as retold and indicates the source of knowledge on the basis of which the meta-speaker states this statement.

2.5 Admiration

The use of the I-verb form in examples that express testimony can be related to the expression: admiration and irony.

[15a.] *Ама ти си бил јунак!*

[15б.] But you are such a hero!

Meaning: (You are such a great hero! -admire.)

Depending on the context, these examples may have one of two interpretations:

[16a.] *Јас сум изненаден што гледам дека ти си јунак-херој.*

[16б.] I'm surprised to see that you are a hero. (surprise)

[17a.] *Ти, јунак-херој?*

[17б.] You, a hero? (irony or mocking)

Using different intonation, these examples can express a number of meanings, convey information about an event, or draw an objective comprehensive conclusion, i.e.:

- What a beautiful scarf has your mother knitted for you! (admiration)

[18a.] *Ти си го скршила фенот!?*

[18б.] Did you break the hair dryer!? (wonder)

[19a.] *Не сум знаела дека си толку умен!* (изненаденост, иронија)

[19б.] I did not know that you were so smart! (surprise, irony)

3 Conclusion

We can summarize that the I-verb form in the Macedonian language is used in the past indefinite time (to be - perfect). The examples that we have singled out, in which the basic meanings of the I-verb form in the Macedonian language are expressed, are: witnessed evidentiality, imperceptibility, admiration and irony.

We can point out that, in terms of meanings, most often the I-verb form together with the forms of the past

indefinite express witnessed. In the Macedonian language examples witnessed show the unconsciousness of the speaker about the event to which the verb refers, and the representation in the Macedonian language is one of the essential properties of the verb system.

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ORTAK TÜRK DİLİ MESELESİNDE İSMAİL GASPIRALI ÖRNEĞİ

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Giriş

Bu yazımızda Türk dünyasının, Rusya Türklüğü ile Müslümanlığının ve Kırım Tatarlarının öncü aydını İsmailbey Gaspıralı'nın hayatı, çıkardığı gazetelerden hareketle dil görüşleri, Gaspıralı'ya göre dil tasnifi ve ortak dilin mahiyeti, dilde birliği oluşturmaya yönelik yöntemler, dilde birlik hareketi önündeki engeller işlenecek ve bir değerlendirme yapılacaktır. Türk dünyasının o günden bugüne parolası, ortak amacı şeklinde dilden dile yayılmış “*Dilde, fikirde, işte birlik*” idealinin “dilde birlik” boyutunun olurları ve olmazları tartışılacaktır

Anahtar Kelimeler: İsmailbey Gaspıralı, İsmail Gaspıralı, İsmail Gasprinsky, Tercüman Gazetesi, Usul-i Cedit, Dilde Birlik.

1 Hayatı

Türk dünyasının, Rusya Türklüğünün ve Müslümanlığının, özellikle de Kırım Tatarlarının en önde gelen temsilcilerinden olan İsmailbey Gaspıralı, 21 Mart 1851'de Kırım'ın Bahçesaray ilçesinin yakınlarındaki

Avcıköy'de doğdu. Türk töresinde baharın müjdecisi olan “nevruz”da doğan bu bebek ileride büyük zorluk ve engeller yaşayacak olsa da gittiği her yere Türk dilinin baharını taşıyacaktı.

Babası Çarlık ordusundan emekli bir teğmen olan Mustafa Alioğlu; annesi Kırım asilzâdelerinden İlyas Mirza Kaytafoz'un kızı Fatme Hanım'dı. İsmailbey, ilköğrenimini Bahçesaray'da aldı. Akmescid Erkek Lisesi'ne ardından gittiği Voronej'deki askerî okula, ardından da Moskova'daki Harp Okuluna gidişi hayatındaki dönüm noktalarından birini belki de en önemlisini oluşturmuş; Rusya'da Müslümanlara ve Türk kökenlilere yapılan ayrımı bu okullarda fark etmişti. O dönemde Moskova Panslavist akımların merkezi konumundaydı.

Okurken evinde kaldığı “*Moskovski Vedemosti*” gazetesinin şoven muharriri Prof. Dr. Mihail İvan Katkof'un ailesinden ve arkadaş çevresinden duyduğu gurur incitici yaklaşımların da etkisiyle Yusuf

Akçura'ya göre “*Gaspıralı İsmail Bey, ilk milli hissi, milli şuuru Moskova'da iken duymuştur.*”

Prof. Dr. Mihail İvan Katkof'un, Girit Rum isyanı münasebetiyle Türkler aleyhine yazdığı makaleler Gaspıralı ve arkadaşı Mustafa Mirza Davudoviç üzerinde büyük bir tesir uyandırdı. Bunun üzerine iki arkadaş Girit'e gitmeye karar verdiler; fakat pasaportsuz bindikleri gemide yakalanıp ailelerine teslim edildiler.

Bunun üzerine Akmescid'e geri gönderilen Gaspıralı burada Rus dilini öğretmek görevi ile Zincirli Medrese'de göreve başladı. Bu okulda aldığı modern Rus eğitimini de etkisiyle klasik eğitim metodlarının dışında metodlarla Rusça ve Türkçe öğretmeye başlayınca baskılara maruz kaldı. Neticesinde istifa etti. İstifasının kısa bir süre ardından 1872'de Paris'e gitti. Burada iki yıl Rus yazar Ivan Turgenyev'e asistanlık ve çeşitli firmalarda çevirmenlik yaptı. Paris'ten Osmanlı zabiti olmak dileğiyle İstanbul'a gelen Gaspıralı, Sadrazam Mahmut Paşa tarafından- Rus büyükelçiliğinin de baskıları ile – reddedildi. 1875'te Kırım'a geri döndü. 1878 yılında Bahçesaray belediyesine başkan yardımcısı seçilen İsmailbey, bir yıl sonra da başkanlığa getirildi ve 1884 yılına kadar, beş yıl boyunca bu görevde bulundu. Kırım belediye başkan yardımcılığı ve başkanlığı döneminde; Türk okullarının onarımını yapmak, öğretmenlerin maaşlarını ödemek ve zeki fakir çocukların yüksekokullarda okumalarını sağlamak amacıyla “*Cemiyet-i Hayriye*”ler kurdurdu.

Genç Molla imzası ile (1881) *Tavrida* gazetesinde Rusça makaleler yazdı. Bu yazılarını daha sonra “*Rusya Müslümanlığı*” adıyla yayımladı. Akabinde 1881'de *Tonguç* adlı bir mecmua çıkardı. Temel düşüncesi “*Türk toplulukları okullar ve medreselerinde çağdaş ilim ve sanatları kendi dilinde okutulmalıdır.*” oldu. Gazete bastırmasına izin verilmeyen süreçte yazıları el altından dolaştı. 1883 yılında gazetenin bütün muhteviyatının Rusçasıyla birlikte yayınlanması şartıyla Türkçe bir gazete çıkarma izni aldı. İlk sayısı 22 Nisan 1883'te Bahçesaray'da çıkan ve haftada bir gün yayınlanan bu gazetesinin adı, Şinasi Efendi'nin *Tercüman-ı Ahvâl*'inden esinlenilerek konulan *Tercümân-ı Ahvâl-i Zaman*'dı. Daha sonra, 1903 yılında haftada iki gün çıkmaya başlayan gazete, 1912'den

itibaren günlük olarak yayınlanmaya başlandı. Gazete bütün Türk dünyasına yayıldı ve büyük heyecan uyandırdı. Bu yazıların büyük çoğunluğu “*dilde, fikirde, işte birlik*” parolası ile özetleyebileceğimiz bir anlayışla yazılmıştı. Gaspıralı, bir yandan gazete çıkarmaya gayret ediyor, bir yandan da usûl-i cedid okulları üzerinde çalışıyordu. Bu yolda, yurtiçi ve yurt dışı pek çok ziyaretlerde bulundu. Bütün bu faaliyetler esnasında sağlığı iyice bozuldu. 63 yaşındayken 24 Eylül 1914’te Bahçesaray’da öldü.¹⁹³

30 Gaspıralı ve Çıkardığı Gazetelerden Hareketle Dil Görüşleri

Gaspıralı, Tonguç’un mukaddimesinde dil hususunda şunları söyler: “*Milletimizin eseri olan lisanımız, edebî olarak işlenmemiş ise de, eğitime ve kaidelere uyabilecek bir dildir. Gayet nâzik Tatar türkülerinden, Nogay cönklerinden, Kırgız ve Türkmen cırlarından anlaşılır ki, eğer dilimiz usta bulup, kelime alınıp işlenirse, şimdikine göre çok daha fazla parlak ve kullanışlı olur.*”¹⁹⁴

Gaspıralı, Bakû’da Hayat gazetesini çıkaran Ali Merdan Topçubaşı’na gönderdiği mektubunda, edebî dilin önemini şu sözlerle ifade eder:

“*İnsanları tefrik eden üç şey vardır. Biri mesafe uzaklığı, biri din başkalığı ve biri dilsizliktir. Bundan 25 sene evvel, ahvâl-i milliyemizi mülahaza ederek zayıf başımla derterimize derman izlemekte gördüm ki, dinimiz hep bir ise de mesafe ile dilsizlik bizleri tefrik ediyor. Medeniyet eserlerinden olan vapurlar, demiryolları ve telgraflar, sene be sene mesafelere galebe geldikleri dahi görülüp, ayrılığımızın sebebi ancak “dilsizlik”, yani edebî dilimizin olmadığı baş sebep olduğu, gün gibi ortaya çıktı.*”¹⁹⁵

27 Haziran 1914 tarihli *İkdam* gazetesinde, kendisiyle yapılan “*İbret Alınacak Sözler*” başlıklı söyleşide, “*Eğer Türkler (Anadolu Türkleri) dillerini biraz daha sadeleştirmiş, okumayı ve imlayı öğretecek şekilde ünlü harfleri kullanmaya başlamış olsalardı, 5-6 seneye kadar Rusya Müslümanlarıyla dilleri kesinlikle*

birleşmiş olurdu. Bundan doğacak faydaları izah etmeye gerek yoktur sanırım.”¹⁹⁶

15 Mart 1906 tarihli *Tercüman* gazetesinde, dilde birliğe karşı olan ve ayrı lehçelerin edebî diller olarak geliştirilmesini savunanlara şu şekilde cevap verir:

“*Umumî edebî dili olmayan millet, millet sayılmıyor. Türk evlatlarından olan Tarançı, Sart, Özbek, Kırgız, Kazak, Kumuk, Nogay, Azerbaycan vesair tayfalar, Türkçe konuştukları hâlde, şiveleri başkadır. Birbirlerini güçlkle anlarlar. Bu hâl, birleşmeğe, birliğe, bilgilerin, ilimlerin herkese duyurulmasına, terakkiye(ilerlemeye), edebiyata, dostluğa ve kaynaşmaya engeldir. Binaenaleyh, en evvel, en ziyade, hepimiz için ihtiyaç ve lüzumlu olan, umumî lisan, edebî Türkçe dildir... Bu iş pek o kadar yengil (hafif) değilse de, çaresi bulunmaz müşkil de değildir. Tercüman gazetesi, Bahçesaray’dan tâ Kâşgar’a kadar okunduğu, yani anlaşıldığı, lisanen birleşmenin mümkün olduğuna büyük delildir.*”¹⁹⁷

Tercüman’ın dili esasen Osmanlı Türkçesi olmasına rağmen, zaman zaman Kırım Tatarcası ve diğer Türk şivelerine de yer verilmekteydi. *Tercüman*’ı yapmak istediği reformların bir tebliğ aracı gören Gaspıralı, bu gazetede Türk dünyasına ve diline dair görüşlerine de sıkça yer veriyordu. Usul-ü savtiye adını verdiği Türkçe öğretim metodunu açtığı okullarda uyguladı. O eğitimin ana dilde olması gerektiğini düşünüyordu.

İsmailbey’in çabalarıyla 28 Ağustos 1905’te yapılan “*Birinci Dünya Müslümanları Kongresi*” ve 1906 yılının Ocak ayında Petersburg’da yapılan “*İkinci Dünya Müslümanları Kongresi*” müteakiben aynı yılın eylülünde Nijniy Novgorod’ta toplanan “*Üçüncü Dünya Müslümanları Kongresi*” Türklerin haklarını kazanabilmeleri yolundaki en büyük adımlardan dı. Bu kongrede Gaspıralı’nın oluşturduğu usûl-i cedid eğitim sistemi kabul edildi. Burada, eğitim dilinin ilk mekteplerde “ yerel şive veya lehçeler”, rüştiyede(ortaokulda) ise *Tercüman*’da kullanılan “*edebî Türkçe*” olması kararlaştırıldı.

Tercüman’ın 1911’den itibaren başlığının altında Türk dünyasının geniş bir coğrafyada, on yıllarca temel

¹⁹³ İsmail Gaspıralı’nın hayatı hakkında daha fazla bilgi için bkz. Cafer Seydahmet Kırmır, Gaspıralı İsmail Bey, (Yay. Haz. Ramazan Bakkal), Avrasya Bir Vakfı Yay., İstanbul 1996; Nadir Devlet, İsmail Bey (Gaspıralı), Kültür ve Turizm Bak. Yay., Ankara 1988; TDV İslâm Ansiklopedisi, “Gaspıralı, İsmail Bey”, (Haz. Hakan Kırmırlı), C. 13, s. 392-395; Hakan Kırmırlı, İsmail Bey Gaspıralı, Kırım Türkleri Kültür ve Yardımlaşma Derneği Gen. Mrk. Yay., Ankara 2001; Yusuf Ekinci, Gaspıralı İsmail, Ocak Yay., Ankara 1997.

¹⁹⁴ ERCİLASUN, Ahmet Bican, “İsmail Gaspıralı’nın Fikirleri”, Türk Dünyası Üzerine İncelemeler, Akçağ Yay., Ankara 1992, s. 358.

¹⁹⁵ ARIKAN, Sabri, “İsmail Bey Gaspıralı’ya Göre Dilde-Fikirde-İşte Birlik Niçin Şarttır?”, Türk Dünyası Tarih ve Kültür Dergisi, S. 2000/07-163, s. 19.

¹⁹⁶ EKİNCİ, Yusuf, Gaspıralı İsmail, Ocak Yay., Ankara 1997

¹⁹⁷ ARIKAN, Sabri, age., s. 20.

hedefi hâline gelecek “Dilde, fikirde, işte birlik!” cümlesi yer almaya başladı. Başlığın ne anlama geldiğini ve hangi yöntemlerle bu birliği kuracağını ipuçlarını yine gazeteden bulmak mümkündür.

“Rusya Müslümanlarının kaleme alınmayan pek köp şarkıları, darbimeselleri, rivayetleri vardır. Azar azar bunları kaleme almaya, toplamağa ve cem etmeye isteriz. Anın için atalarımızdan, dedelerimizden kalan rivayetler ve sözler millet yazısı ve tegennisi olan şarkılar unutulup coyulmasın. Bu muradımız hâsıl olmak için dostlarımız oturgan yerlerinde olgan rivayetleri, şarkı ve darbimeselleri temiz Türkî dile yazıp cibermek kerekler.” (Rusya Müslümanlarının kaleme alınmayan pek çok şarkıları, atasözleri, rivayetleri vardır. Bunları azar azar kaleme almayı, toplamayı ve bir araya getirmeyi isteriz. Atalarımızdan, dedelerimizden kalan rivayetler ve sözler, milletin yazdığı ve bestelediği şarkılar unutulup kaybolmasın. Bu isteğimize ulaşmak için dostlarımızın buldukları yerlerinde olan rivayetleri, şarkı ve atasözlerini temiz Türkî dili ile yazıp göndermesi gerekir.)¹⁹⁸

Rusya Türkleri için işlenmiş, hazırlanmış umumî bir dil, bugün mevcut değil ise de vücut bulacağına büyük ümitler vardır. İleride meydan alacak şu dile, biz “orta dil” demek istiyoruz ve 25 seneden beri şu orta dil ile yazmaya çalışıyoruz... Tercüman gazetesi, cümle Türk taifeleri, ocakları arasında oldukça anlaşıldığı ve okunduğu, bu gibi şeylere dikkat ederek “orta dil” izleyip yazmaktadır. Vakıan, bu iş ağırdır. Kalem, arkan hareket ediyor; lâkin çare ne? Şimdilik böyle olacak. İleride orta yani umumî, daha ziyade çayrap, açılı, yazanlar ve okuyanlar arasında daha ziyade malûm olduktan sonra yazmak da okumak da yengil ve asan olur.¹⁹⁹

İsmailbey ortak dil projesi hakkında Tercüman’ın ilk sayısında “İdareden” başlıklı yazısında şöyle demektedir: “Gazetemizin neşrine başladığımızdan okuyucularımıza ifâdemiz oldur ki, Rusçasında kullandığımız lisân Türk lisanının şivesine ve İslâmların matbu’at hakkında olan i’tikadlarına mümkün kadar uygundur. Bunun ile berâber maişet-i medeniyeden fâideli ahbâr ve efkâr-i beyânî ve levâzımât-ı milliyemizden cem’iyet-i Rus’u haberdâr eylemek “Tercüman” ın başlıca hıdmeti olacağı malûm edilir. Mesleğimiz zor ve güç olduğunu bilip halklar arasından bir hayli sâhib-i malûmat ve ahlâk bizi hüsn-i gönülden

ve mu’avenet-i lâzimededen taşlamazlar ümidiyle teselli eylemekteyiz.”

Tercüman gazetesinde Kırım’dan ve Rusya’dan gelen haberler “Ahbar-ı Dâhilliye”, Rusya ve Kırım dışından yani dışarıdan gelen haberler ise, “Ahbar-ı Hariciye” başlıklarında verilmekteydi. Farklı yerlerden gelen mektuplar da “Ahbar-ı Hariciye” başlığı altında okuyuculara sunulmaktaydı.

31 Gaspıralı ’ya Göre Dil Tasnifi ve Ortak Dilin Mahiyeti

İsmailbey Gaspıralı’nın yaşadığı dönemde Türk coğrafyasının bir kısmında Batı Türkçesi denilen Oğuz Grubunu temsil eden İstanbul Türkçesi esaslı şekillenen bir yazı dili ve ona son derece yakınlık gösteren Bakü’deki Batı Türkçesi; diğer bir kısmında Eski Çağatay edebî gelenekleriyle, Kazan, Taşkent ve Kaşgar esaslı şekillenen Doğu Türkçesi vardı. Türk dilinin bu durumunu son derece iyi gözleyebilen İsmailbey Gaspıralı Türk dilini dört büyük şiveye ayırmaktadır:

1. Çağatay Şivesi
2. Kazan Şivesi
3. Azerbaycan Şivesi
4. Osmanlı Şiveleri

Gaspıralı’nın yapmış olduğu bu tasnif o dönem en yaygın biçimde kullanılan, diğer Türk dillerine göre sistemini büyük ölçüde oturtmuş olanlardır. Doğu Türkçeleri arasında var olan bazı farklılıklar Arap alfabesine dayalı imla ile büyük ölçüde aşılmıyordu. [(او) hecesinin u-ü-o-ö okunabilmesi gibi] Gaspıralı bu ve bu gibi sebeplerle Tercüman’da büyük ölçüde Osmanlı Türkçesini ve imlasını esas almıştır. Hedeflediği ortak dilin tam anlamıyla Osmanlı Türkçesi olamayacağını söylese de yazılarında sıkça yararlanmıştı.

32 “Dilde Birlik” İdealinin Oluşturulma Yöntemleri

İsmailbey Gaspıralı, insanlar arasındaki birliğin sağlanması noktasında ilk aşamanın dilde birliği sağlamak olduğunun bilincinde bir aydıdı. Aralarında dil birliği tahsis edilen “aynı dili konuşan” insanların birbirini daha kolay anlayacağı dolayısıyla ortak hedeflere sahip olabileceği yani “fikirde birlik” boyutuna geçebileceği kanaatindeydi. Fikirde birliğin bir sonraki aşaması, kendisinin de nihâî hedefi olan, “işte birlik” boyutuna ancak bu aşamalar aşıldıktan sonra ulaşabilirdi. Bu hedeflerine ulaşmak için basın-

¹⁹⁸ AKAR, Ali Türk Dili Tarihi, sf.314, Ötügen Neşriyat, İstanbul, Ekim-2016

¹⁹⁹ GASPIRALI, İsmail, Seçilmiş Eserleri 3 , Dil-Edebiyat-Seyahat Yazıları, S. 82-83,

yayın ve eğitimi en temel araçlardan gördüğünden öncelikle bu alanlardaki sorunlara çeşitli çözümler üretmeye çalışmıştır:

1. Türk dilini mümkün olduğu kadar yabancı dile ait kelime ve kurallardan temizlemek yapılabileceklerin başında gelir. Yabancı dillere ait kelimelerin ve kuralların dil içinde çoğalması dilin kendi kelimelerinin unutulup kelime hazinesinin Türk'e ait ortak yönlerinin zedelenmesi ve kurallarına uyulan dilin etkisinde hatta boyunduruğunda kalınması demektir.
2. Farklı coğrafyalardaki okur-yazarların anlamadığı Arapça ve Farsça tabirleri kaldırarak anlaşılabilirini geliştirmek, bu geliştirmeyi Türkçe kökenli kelimelerden türeterek yapmak çözüm yollarının bir diğeridir. Böylelikle hem Arapça ve Farsçanın tesirinden kurtulunur hem de Türkler tarafından anlaşılabilir ortak tabirlere sahip olunur.
3. Her şivede yer alan mahallî kelimeleri genel dil bilgisi kurallarına uydurarak kullanmak halkın kelimeleri benimsemesini ve mahallî kelimelerin korunmasını sağlayacaktır. Mahallî kelimelerin ortak kullanıma sunulması sırasında yaygınlık bir kriter olabilir. Çünkü mahallî olup yaygın kullanılamayacak derecedeki kelimelerin kullanıma sunulması önceki dönemlerde karşımıza çıkan dilde ayrışma sorununu gündeme getirebileceğinden tehlikelidir.
4. Halk arasında dolaşan rivayetleri, atasözlerini; şarkı, türkülerini derleyip ortak dile kazandırmak Gaspıralımın ve ondan sonra onu takip eden "Ceditçi" aydınların yöntemleri arasında yer alır. Bu yöntem halka ait verimleri koruyup gelecek kuşaklara aktarma, Türk kültürünü koruma, millî benliği muhafaza gibi yönlerden de bakılabilecek son derece önemli bir yöntemdir.
5. Usul-i Cedit okulları aracılığıyla eğitim alanında dil birliğinin sağlanmasına çalışılmıştır. Aynı eğitim sürecinden geçen insanların aynı fikir etrafında toplanması, hayata aynı pencereden bakması yani "fikirde birlik" sağlanması

doğaldır. Aralarında dil ve fikir birliği bulunan insanlar da ortak amaçlarına yönelik birlikte iş yapabilirler.

Bunun yanı sıra halkın ayrışmasının, dış tesirler etkisinde kalmasının, millet bilincini kaybetmesinin ve asimile olmasının tüm bunların neticesinde diğer milletlerden geri kalmasının sebeplerinin başında eğitimsizlik gelmektedir. Usul Cedit okulları geri kalmışlığı da engellenmesinin yoludur. Kendi okulları, kendi eğitim sistemleri olmayan milletler başka milletlere ait sistemlerin içinde yok olur. Rusya Müslümanları ve özellikle Türkler kendilerine uygun olmayan eğitim kurumları nedeniyle dinî ve millî kimliklerini kaybederek Slavlaşma tehlikesi altında kalmıştır. Usul-i Cedit okullarının üstlendiği misyona bu açıdan bakmakta yarar vardır.

33 Dilde Birlik Hareketi Önündeki Engeller

Nikolay İvanoviç İlminski, Gaspıralı'nın ve onun gibi düşünen Ceditçi âlimlerin hedefledikleri ortak dile ulaşmaya yaklaşımları korkusu ile 25 Mayıs 1876'da çeşitli işaretlerle hareketlenmiş Rus alfabesinin Müslüman Türklerin kullandığı yerel ağızlara uygulanmasını teklif etti. Her bir boy için boy şivesinin ana dil kabul edilmesini önererek fikrini bir ileri boyuta taşıdı. Tatar ve Kazak âlimleri üzerinde de tesirli olarak onlara kendi boyları için grammerler ve alfabeler yazdırttı.²⁰⁰

Ayrıca yine İlminski 1884 yılında başsavcıya Gaspıralı'yı kastederek, "*Bu adamın üç arzusu vardır. Biri Rusya Müslümanları arasında İslamiyet'e uygun kültürü yaymak; ikincisi Rusya'ya bağlı türlü şiveli Türk boylarını birleştirmek ve üçüncü olarak cümle Türk boylarına Osmanlı dilini kabul ettirmek.*" diyerek tehlike olarak gördüğü Gaspıralı 'ya karşı yetkilileri uyarmıştır. Pobodobçev'e yazdığı mektuplarda Kazan ve civarında içeriği Avrupai dili Osmanlıca olan gazete ve kitapların arttığını söylemiştir.

Gaspıralı'nın kullandığı ve farklı diyalektlere ait ünlü okuyuş farklarını da tolere edebilen Arap harfli yayınlarının ve eğitim metodlarının etkisiyle Osmanlı Türkçesini kullanarak yayın yapan irili ufaklı dergi ve gazeteler Rus baskısı ile ve İlminski'nin boylara farklı

²⁰⁰TOGAN, Zeki Velidi, Bugünkü Türkili (Türkistan) ve Yakın Tarihi, s.486-490, İstanbul 1981

alfabeler vererek kavmiyetçi Türk duygularını uyandırma çabalarının etkisiyle yerini şivelere has Kiril yazısı ile yazılan eserlere bıraktı.

Her Türk boyunun ayrı alfabesi olması gerektiği anlayışından etkilenen birçok aydın oldu. Kayyum Nasirii, Kazan konuşma dilini esas alarak yazmaya; Kazak yazarları Abay Kunanbayev ve İbrahim Altınсарın Çağatay yazı dili yerine Kazak ağızlarını kullanmaya başladı. Bir oryantalist misyoner olan Ostroumov “*Türkistan Vilayetinin Gazeti*” adlı bir gazete yayınlamaya başladı. Bu gazetede Farsçalaşmış Taşkent ağızı kullanılıyordu.

1917 Bolşevik İhtilali ile İlminski ve Ostroumanov’un düşünceleri devlet politikası haline getirildi. 1929 yılında Kırım’da toplanan İkinci Lengüistik Kurultayı’nda, Gaspıralı’nın kullandığı dil yerine Orta Yolaklı denen bölgeye ait ve nispeten daha yerel şivenin kabulü ile “dilde birlik” hayali daha da sekteye uğramıştır. Oysa Kırım kuzeyinde Kıpçak yazı dili, güneyinde Kırım Türklerinin 1910’a kadar kullandıkları Osmanlı yazı dili vardı.

1928-1930 yılları arasında “Birleştirilmiş Türk Elifbası” adlı Latin harflerine dayalı alfabe kullanıldı. Stalin dönemine gelindiğinde ise yönetim alfabeleri tek tek değiştirmeye başladı. Türkler birbirinin yazılarını okuyamaz, anlayamaz ve yazılı iletişim kuramaz hale geldi.

Sovyetler döneminde Türkoloji çalışmaları ortaklık bulunan tarihsel şiveler üzerine değil, farklılıkların arasındaki farkların giderek açıldığı diyalektoloji çalışmalarına kaydırıldı. Birçok yeni yazı dili oluşturuldu. Bugünkü Türk yazı dilleri şunlardır:

Türkiye Türkçesi

1. Gagavuz Türkçesi
2. Azerbaycan Türkçesi
3. Türkmen Türkçesi
4. Kırım-Tatar Türkçesi
5. Karaçay-Malkar Türkçesi
6. Nogay Türkçesi
7. Kumuk Türkçesi
8. Kazan-Tatar Türkçesi
9. Başkurt Türkçesi
10. Kazak Türkçesi
11. Karakalpak Türkçesi
12. Kırgız Türkçesi
13. Özbek Türkçesi
14. Uygur Türkçesi

15. Altay Türkçesi
16. Hakas Türkçesi
17. Tuva Türkçesi
18. Saha(Yakut) Türkçesi
19. Çuvaş Türkçesi²⁰¹

34 Dilde Birliğe Dair Engelleri Aşma Yolundaki Adımlar

1922’de Azerbaycan’ın Latin alfabesini kabulü Türkiye’de büyük yankı uyandırdı. Bunun birkaç yıl sonrasında 1 Ekim 1928’de Türkiye Cumhuriyeti de Latin alfabesi kullanmaya başladı.

Sovyetler Birliği’nin 1991’deki dağılımının ardından büyük ölçüde bağımsızlık ve/veya özerklik statüsü kazanan Türkî Cumhuriyetlerin birbiriyle iletişim ve işbirlikleri zamanla gelişmiştir.

Alfabe farkından doğan anlaşmazlıklar ülkelerin Latin alfabesine geçişleri ile birlikte büyük ölçüde azalmaya başladı. KKTC, Azerbaycan, Türkmenistan ve Özbekistan da Latin alfabesine geçiş yapan ülkelerden. 2016 yılında Kazakistan da Latin alfabesine geçtiğini ilan etti. Türkî Cumhuriyetler içerisinde **Latin alfabesi kullanmayan sadece Kırgızistan** kalmış oldu.

Aradaki kültür ve diyalekt farkları alfabe birliği ile ne kadar kapatılır bilinmez. Çünkü Türk halkları etnik olarak azınlık konumunda oldukları bölgelerde yerel dillerin ve resmî dillerin etkisiyle söz varlığı olarak birbirlerinden oldukça uzaklaştılar. Dinî nitelik taşıyan söz varlığı noktasında bu uzaklaşma çok olmasa da temel kelimeler haricindeki kelime türlerinde bu uzaklaşma oldukça çoktur. Bu uzaklaşmanın önlenmesi ve Türk dünyasında ve Dünyada Türkçenin birliğinin tekrar sağlanması noktasında devletimizin ve diğer Türkî Cumhuriyetlerin almış olduğu bir dizi önlem vardır:

1. Türk dünyasında Latin alfabesi temelinde alfabe birliği sağlanması,
2. Türk coğrafyasında Türkçe eğitim yapan okullar desteklenmesi,
3. Türk cumhuriyetlerinde Türkçe yayın yapan radyo, televizyon sunucuları ile muhabirlerin Türkiye’ye eğitim ve tanıtım amaçlı olarak davet edilmesi,
4. Dünyanın değişik ülkelerindeki üniversitelerde Türk Dili ve Edebiyatı bölümleri açılması ve Türk Dili ve Edebiyatı bölümündeki öğretim elemanlarının sıkça

²⁰¹ AKAR, Ali, Türk Dili Tarihi, sf.320-321, Ötüken Neşriyat, İstanbul, Ekim-2016

Türkiye'ye davet edilerek burada dil seviyelerini ilerletme imkânı verilmesi,

5. TRT'de Türk dünyasına yönelik dil programları yapılması,
6. Türk cumhuriyetleri ile Türkiye arasında ortak edebiyat ve tarih ders programları oluşturulması günümüzde dil birliğinin sağlanmasına yönelik planlanan önlemlerdir.

Kazakistan'ın Türkistan şehrinde Kazakistan Cumhurbaşkanı Nursultan Nazarbayev'in buyruğu ile 6 Mayıs 1991 tarihinde kurulan Ahmet Yesevi Üniversitesi, TİKA (Türk İşbirliği ve Koordinasyon Ajansı Başkanlığı) aracılığıyla Kırım'da açılan Kırım Ailesi Kültür Merkezleri ve Kırım Evi, Lviv Üniversitesi ile yapılan antlaşmalar, 6 Nisan 2010 tarihinde kurulan Yurtdışı Türkler ve Akraba Topluluklar Başkanlığı'nın Kırım Çalışmaları başlığı altında başlattığı Doç.Dr. Hakan KIRIMLI ile Nicole Kañçal-Ferrari'nin proje yürütücülüğünde Kırım'da yer alan Türk-İslam eserlerinin kayda alınması gibi çalışmalar, TRT AVAZ'ın yaptığı yayımlar, Gaspıralı'nın ve çağdaşlarının açtığı yolda yaşanan ilerlemelerdir.

Gaspıralı'nın Eserleri: Rusya Müslümanları (1881), Mirât-ı Cedid (Bahçesaray, 1882), Avrupa Medeniyetine Bir Nazar-ı Muvazene (İstanbul, 1885), Hâce-i Sıbyan (Bahçesaray, 1893), Atlaslı Cihannâme (Bahçesaray, 1894), Mekteb ve Usul-ü Cedid Nedir (Bahçesaray, 1894) Dârürrahat Müslümanları ya da Acaib-i Diyâr-ı İslâm (Bahçesaray, 1909) Halebâ Vebası ve onun Daru devası, Bahçesaray.

35 Sonuç

Türk dünyasının aydınlarından İsmailbey Gaspıralı'nın hayatı ve çıkarmış olduğu gazetelerdeki yayımlarında yer alan yazılarından hareketle "*dilde birlik*" düşüncesine dair fikirlerine ve bunları uygulamak için oluşturduğu yöntemlere, karşılaştığı engellere yer verdiğimiz yazımızda en son bu engelleri aşmaya yönelik adımlara değindik.

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MORPHOSYNTAX OF THE TURKISH /+CAsInA/ SUFFIX

/+CAsInA/ EKİNİN MORFOSENTAKSI

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Özet

Bu çalışma; /+CA/ ekvatif durum eki, /+I/ üçüncü teklik iyelik eki ve /+A/ datif durum ekinde oluşan Türkçe /-CAsInA/ birleşik ekin morfosentaksı üzerinedir.

Araştırma, Türk edebiyatının 459 eserinden oluşan şahsi elektronik derlem üzerine yapılmıştır.

Elde edilen sonuçlar, bu birleşik ekin hem isim ve isim soylu kelimelere hem de fiillere geldiğini göstermektedir.

İsim ve isim soylu kelimelere geldiğinde, zarf yapar.

Fiillere geldiğinde ise, gerundium yapar.

Fiillerde, ekten önce /-mİş/, /-r/ ve /-yor/ ekleri gelebilir. Bu bağlamda, *i-* fiilinin kullanımı çok siktir.

Anahtar kelimeler: *derlem dilbilim, birleşik ekler, eklerde kalıplaşma, zarflaşma, /-CAsInA/ eki.*

Abstract

This paper discusses the morphosyntactic use of the Turkish compound /-CAsInA/ suffix, which is consisted of /+CA/ equative case suffix, /+I/ 3rd person possessive suffix and /+A/ dative case suffix.

The research is realized on a personal electronic corpus consisted of 459 books of Turkish literature.

The results shows that this compound suffix can be used both with nouns or nominal words as well as with verbs. When it comes to nouns and nominal words, it makes adverbs.

When it comes to verbs, it makes gerunds.

When used with verbs, it's used after the /-mİş/, /-r/ and /-yor/ suffixes. In this context, the use of the copular *i-* verb is frequent.

Keywords: *corpus linguistics, compound suffixes, stereotypization in suffixes, adverbialization, /-CAsInA/ suffix.*

1 Giriş

İki veya daha çok ekin art arda gelmesi ve bu eklerin kendi görevlerini kaybederek, ortaklaşa yeni bir görev üstlenmesiyle ek kalıplaşması meydana gelir.

Türkçede ek kalıplaşması bilinen ve en eski metinlerden beri takip edilen bir gerçektir (Korkmaz, 1994).

/-CAsInA/, ilgi çeken ve pek kullanılmayan kalıplaşmış bir ektir.

Literatürde /-CAsInA/ birleşik eki; “*farklı özne*”yle “*ad-fiil ve sıfat-fiillerle kurulan zarf-fiil*” yapan ek (Korkmaz, 2009: 1027-1029), “*addan zarf türeten*” ek (Doğan, 2014: 14), “*isimlerden tarz bildiren zarflar türeten*” ek (Öner, 1999), “*durum gerundiumları*” (“*gérondifs de manière*”) yapan ek (Sarıca, 2012: 211), “*isim unsurlarının üzerine*” gelen ek (Özezen, 2018: 83) vb. olarak adlandırılmıştır.

Bu eki alan kelimelede vurgu, ekten öncedir (“*prestressing*”; Inkelas ve Orgun, 2003).

Türkçe Sözlük’te /-CAsInA/ eki “*3 veya daha fazla kaynakta*” geçmektedir (Doğan, 2014: 27).

2 Kavramasal Çerçeve

Şimdiye kadar /-CAsInA/ eki için en kapsamlı çalışmayı Emin Eminoğlu yapmıştır, ancak çalışma daha çok ekin teorik kısmına ve literatürdeki adlandırmalarına değinmiştir (Eminoğlu, 2017).

Bu çalışmada, örnek cümlelerden hareketle, /-CAsInA/ ekinin sentaktik düzeydeki görevlerine değinilecektir.

Ekin yapısı şöyledir (Doğan, 2014: 15, 19-20); Korkmaz, 2009: 1027):

[[/+CA/ ekvatif eki] + [/+(s)I/ 3T iyelik eki] + [/+(n)A/ datif durum eki]]

/+CA/ ekvatif durum ekinde bir isimden isim yapan ekin de elde edildiği bilinen bir gerçektir (Korkmaz, 1994: 3). Ancak, /+I/ iyelik ekinde önce durum eki değil, yapım ekinin gelmesi her ne kadar beklense de, burada aslında söz konusu olan kalıplaşmadır.

Dört varyantlı bir ek olarak, ünsüz uyumu ve büyük ünlü uyumuna uyar.

3 Yöntem

Kullanım alanı çok dar ve örnek bulmak çok zor olduğu için, üzerinde geleneksel yollarla

araştırma yapmak bir hayli çileli bir iştir. Bundan dolayı, derlem dilbilim yoluna başvurulmuştur.

Bu araştırmada, .TXT formatında Türk edebiyatından 459 elektronik kitaptan oluşan şahsi derlem üzerine AntConc 3.2.0 (2006) yazılımının Linux sürümü kullanılmıştır.

Ne tür kelimelere geldiği ve ekten sonraki bağlamı görebilmek için, girdi olarak şu yapı verilmiştir:

casına*|*cesine*|*çasına*|*çesine

Sonuç olarak elde edilen 6090 cümle teker teker ele alındı ve “neticesine” gibi araştırma dışı olan kelimelerden arındırıldı ve bağlamlar incelendi.

4 Bulgular

/-CAsInA/ birleşik eki üzerine yapılan bu araştırmada, ekin hem isim hem de fiil soylu kelimelere geldiği gözlemlenmiştir.

4.1. **İsim ve isim soylu** kelimelerden sonra kullanımı:

- [1] Gözleri kandan başka bir şey görmeyen Timuçin'in erleri, onların **delicesine** amansız hücumlarına karşı yanlarından açılmaktan başka bir şey yapamıyorlardı. (Abdullah Ziya Kozanoğlu, “Kızıltuğ”)
- [2] Bütün o **çılğincasına** sevilip de almamıyarak mütehasir kalınmış şeylerden mürekkep bir yağmur yağıyor, gözlerini dolduruyordu. (Halid Ziya Uşaklıgil, “Aşk-ı Memnu”)
- [3] Bana öyle gelirdi ki, çevresiyle, çevresindekilerle, için için, **haincesine** alay ediyordu. (Aziz Nesin, “Tatlı Betüş”)
- [4] Dudaklarını birbirine sımsıkı yapıştırmış, **düşmancasına**, ama gizli bir hayranlıkla Cemile'yi seyrediyordu. (Cengiz Aytmatov, “Cemile”)
- [5] Patronun deliye döndüğünden **habersizcesine** geldi, elindeki şemsiyeye yapıştı. (Rıfat Ilgaz, “Meşrutiyet Kıraathanesi”)

Yukarıdaki örneklerde, ekin geldiği kelime türü nitelik isimdir, ancak bu her zaman söz konusu değildir.

Aşağıdaki [6], [7] ve [8] örnekler, *Mesnevî-i Şerif*'in 4. cildindedir. Bu durumun eskiden daha sık kullanıldığı sonucuna varılabilir, ancak kesin karar eski metinler üzerine daha çok araştırma yapıldıktan sonra verilebilir:

- [6] Ey Allah aslanı, **aslancasına** bir kükre de o kükreyiş ta yedinci göğe çıksın!
- [7] Kalk ey Belkıs, Ethem gibi **padişâhcasına** şu iki üç günlük saltanat dumanını dağıt!
- [8] Yalnız padişah yakınlarından İmadülmülk adlı birisi, **Mustafa'casına** şefaate kalkıştı.

Aşağıdaki örnekte, ekten önce *i-* fiilinin şimdiki veya geniş zaman olumsuz şekli olan “değil” edatı vardır, ancak olumlu şekillerinin kullanılmasına dair örneklerle rastlanmamıştır:

- [9] Ceren ne onun, ne dünyanın, hiçbir şeyin farkında **değilcesine** yürüyordu. (Yaşar Kemal, “Binboğalar Efsanesi”)

Ekten önce **/-mA/ infinitif** ekinin kullanımı çok siktir. Örneklere bakılırsa, bunların birer deyim olduğu görülecektir:

- [10] Yalanı yoook, burmuşsun ne güzel, burmuşsun ki, **canını almamacasına**. (Kemal Tahir, “Devlet Ana”)
- [11] Hem de nasıl dayak, fukaranın ağızından **burnundan kan gelmecesine**. (Aziz Nesin, “Tatlı Betüş”)

İlginçtir, serbest bir değerlendirmeye, infinitif ekinden önce olumsuz fiillerin en az on kat kat daha sık kullanıldığı görülmüştür:

- [12] Karlı sokaklarda, çamurlu geçitlerde, buz tutmuş yokuşlarda, kimsenin geçmediği kaldırımlarda hiç **durmamacasına** yol aldım. (Orhan Pamuk, “Benim Adım Kırmızı”)
- [13] Hani derler ya, soluk **almamacasına**. (Ali Balkız, “Karın Altı Kardelen”)
- [14] Bugün giydiğin ceketini, yarın sabah çıkarır atarsın, sekiz ay bir daha sırtına **giymemecesine**. (Muzaffer İzgü, “Zıkkımın Kökü”)
- [15] Sevişirken aynı hareketleri yaptıkça, onunla bu yeniden tanışmamızın heyecanları, kafamın bir köşesine gene hiç **silinmemecesine** kaydoluyor ve aynı

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

zamanda da sınıflanıyordu. (Orhan Pamuk, “Masumiyet Müzesi”)

İnfinitif eklerinden sadece /-mA/ eki /-CAsInA/ ekinden önce görülmüştür. Araştırma sonuçlarında /-mAk/ ve /-İş/ ekleriyle örneklere rastlanılmamıştır.

4.2. **Fiillerden** sonra kullanımlarda; sadece /-mİş/, /-r/ ve /-yor/ eklerinden sonra geldiğine dair örnekler bulundu.

4.2.1. /-mİş/ ekinden sonraki kullanımlar, birkaç noktada ele alınmalıdır.

4.2.1.1. İsim soylu kelimelerden sonraki *i-* fiiline gelen belirsiz geçmiş zaman ekinden sonra:

[16] Buna rağmen ilk **kezmişçesine** korkutuyordu kendisini. (Bahattin Yıldız, “Dansöz Kıvrımları”)

[17] Akşam karanlığı çöktüğünde Cemal hâlâ aynı durumda, kıpırtısız ve bu dünyayla hiçbir ilişkisi **yokmuşçasına** uyuyup duruyordu. (Zülfü Livaneli, “Mutluluk”)

[18] Halk da kanıksadığı bu olaylarla ilgili haberleri -çok **doğalmışçasına-** izleyip geçiyordu. (Üstün Kırdar, “Fî”)

i- fiilinden önce isim soylu kelimelerin sadece nominatif ve lokatif durumlarına örnekler gözlemlenmiştir. Ablatif eki ise sadece “*sıradan*” (sıradanmışçasına), “*gerçekten*” (gerçektenmişçasına) gibi kalıplaşmış kelimelerde rastlandığı için, bunlar konu dışı bırakılmıştır:

[19] Uyum **içindeymişçesine**, her zamanki gibi. (İnci Aral, “Ölü Erkek Kuşlar”)

[20] Artık usta olmuştu Salih, ağaçların üstünde **yerdeymişçesine** dolaşıyordu. (Yaşar Kemal, “Al Gözüm Seyreyle Salih”)

[21] Sık sık Beyazıt'taki bunak bir sahafa uğrayıp, gizemli bir el yazmasının **peşindeymişçesine** dükkânın arkasında adamla fısır fısır bir şeyler konuşuyor. (Elif Şafak, “Bit Palas”)

4.2.1.2. Basit kipli fiillerde belirsiz geçmiş zaman ekinden sonra:

[22] Ahmet, Ninyas'ın evine doğru **delirmişçesine** koşuyordu. (Burak Turan - Orkun Uçar, “Zifir”)

[23] Kanı alev **almışçasına** coştı birden. (Orhan Kemal, “Murtaza”)

[24] Yirmi yıl sonra çocukken sevdiği kız karşısındaydı hem de onca fırtınadan sonra el **değmemişçesine** saf ve temiz olarak. (Ayşe Kulin, “Adı Aylin”)

[25] Aktozlu köyü büyük bir duman **çökmüşçesine** karanlık karanlık tütüyordu. (Yaşar Kemal, “İnce Memed”)

4.2.1.3. Birleşik kipli fiillerde /-mİş/ rivayet ekinden sonra kullanımlarda, sadece *gelecek zaman*, *şimdiki zaman* ve *geniş zamanın* rivayetlerindeki kullanımlara dair eklerle rastlanmıştır. Fiillerin hem olumlu hem de olumsuz şekilleri kullanılır. Belirsiz geçmiş zamanın rivayetinin kullanımı teorik olarak mümkün görülsede, araştırma konusu olan derlemde örnekler bulunmamıştır. /-CAsInA/ ekinden önce dilek kiplerinin rivayetleri de görülmemiştir.

[26] Arkada Kremlin'in kızıl yıldızı ve bayrağı; bütün dünya içine **sığacakmışçasına** geniş bir meydan. (Oya Baydar, “Elveda Alyoşa”)

[27] Birbirlerini **yutacakmışçasına** davranışlar sergileyerek yerdeki halının üzerine birlikte uzandılar. (Bahattin Yıldız, “Dansöz Kıvrımları”)

[28] Ziyadan terkip edilmiş esirî bir levha rikkatiyle titreyen hayal serabı **siliniverecekmişçesine** hareketsiz, sessiz uzun uzun baktılar. (Halid Ziya Uşaklıgil, “Aşk-ı Memnu”)

[29] Elleriyle saçlarına dokundu, sanki bir daha **göremeyecekmişçesine**, sanki yüzümdeki her bir çizgiyi, her kıvrımı, her rengi aklına yazmak istercesine ilgiyle, sevgiyle, dikkatle bana baktı. (Ahmet Ümit, “Patasana”)

[30] Dua **edermişçesine**, ekliyor da: “—... inşallah!” (Atilla İlhan, “Bıçağın Ucu”)

[31] Bazı insanlarımız var ki; bütün ninnileri bilmesine rağmen, damarlarında gerçekten uyuşturucu **dolaşıyormuşçasına** duyarsız ve edilgen. (Oktay Sinanoğlu, “Büyük Uyanış”)

[32] Sanki neler olduğunu çok merak **ediyormuşçasına** sordu. (Ahmet Ümit, “Kukla”)

[33] Şems bu hakareti **beklemişçesine** tebessüm etti. (Elif Şafak, “Aşk”)

[34] Serseriler, kendilerinin olmayan elbiseler içinde, objektife **bakmıyormuşçasına** bir

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

gülümseme tutturmuşlar. (Oğuz Atay, “Tehlikeli Oyunlar”)

Az da olsa, şahıs eklerinin kullanımı da mümkündür. Bu örnekte, /-IAr/ üçüncü çokluk şahıs eki vardır:

[35] Mavro’ya bir korkulu rüyadaymış gibi, gerçekdışı gelen, yere **basıyorlarmışçasına** sessiz yürüdüler. (Kemal Tahir, “Devlet Ana”)

4.2.2. Basit kipli fiillerde /-r/ geniş zaman ekinden sonraki kullanımlar çok yaygındır:

[36] Paylaşım kavramı çağımızda toplumsal mutluluk felsefesinin ortadireğidir, nesnel anlamı elle **tutulurcasına** maddeleşmiştir, alinteriyle yaratılan üretimini hakçasına paylaşmasını bilemeyen ülkelerde mutluluk değil bunalım türemektedir. (İlhan Selçuk, “Düşünüyorum Öyleyse Vurun”)

[37] Fakat arkadaşlar **yalvarırcasına** ısrar ettiler. (Reşat Nuri Güntekin, “Acımak”)

[38] Türkçeyi onun gibi teganni **edercesine** konuşmak. (Ahmet Hamdi Tanpınar, “Huzur”)

[39] Aydan sanki karar vermek zorunda olan kendisiymiş gibi yardım **istercesine** Halûk'a baktı. (Ahmet Altan, “Aldatmak”)

[40] Uzun bir şarkının ağır vuruşlarını **andırırcasına** yürüyorlardı. (Ahmet Büke, “Evde Kimse Yok”)

[41] Bir yandan da o ölürse kendi payının ne kadar artacağını kestirmeye **çalışırcasına** gözlerini Armut-Ağacının-Yanındaki-Domuzcuk-Pastasına dikmişti. (Elif Şafak, “Araf”)

[42] Yaşlı ve görmüş geçirmiş Enver Baba bastonunun ucunu taşa **batırırcasına** bastırıyor. (Banu Avar, “Sınırlar Arasında”)

[43] At **çatlatırcasına**, uzaklardan getirdiği kımızı ona yetiştiremediği için duyduğu acı yeniden içinde düğümlemişti. (Hüseyin Nihal Atsız, “Bozkurtlar Diriliyor”)

[44] Kendisinin söylemek isteyip de söyleyemediği, buna cesaret bulamadığı şeyleri dile getirmemi **onaylarcasına**. (Canan Tan, “Piraye”)

[45] Dakikadan dakikaya dağılan zihnini toplamak istiyormuş gibi başını silkti ve kendi kendine

söylenircesine... (Yakup Kadri Karaosmanoğlu, “Kiralık Konak”)

[46] Alevin çevresinde halkalar çizerek dönüyor, her defasında çemberin yarı çapını **daraltırcasına** aleve biraz daha yaklaşıyordu. (İskender Pala, “Kitabı Aşk”)

[47] Bu yazıda o tablo ile ressamı hakkında neler bulunduğunu öğrenmek için sahifeleri **yırtırcasına** açtım. (Sabahattin Ali, “Kürk Mantolu Madonna”)

[48] Ağır hareket ettiğim ve bir şey yapmadığım için verilen ücret kendimi **harabedercesine** acele ederek yaptığım işin ücretini kat kat gecivordu. (Reşat Nuri Güntekin, “Miskinler Tekkesi”)

[49] Kantar başındaki üç katibin bütün gece **yarıırcasına** iş gördüklerini bildiği halde, gene de sormuştu. (Orhan Kemal, “Cemile”)

[50] Gözle **görünürcesine** eriyip bitmeye başladı. (Reşat Nuri Güntekin, “Çalkıkuşu”)

[51] Kapı büyük bir gürültüyle İstanbul Üniversitesi Edebiyat Fakültesi Türk Dili ve Edebiyatı Dergisi, 50çıldı, çıldırmış gibi bir teğmenle emir subayı **yuvarlanırcasına** içeri daldılar. (Turgut Özakman, “Şu Çılgın Türkler”)

Az da olsa, geniş zamanın olumsuz şekilleri de /-CAsInA/ ekinden önce kullanılabilir:

[52] Koca Halil, **istememezcesine** ekmeği kırdı ağzına attı. (Yaşar Kemal, “Ortadirek”)

[53] **Umursamazcasına** omuzlarını silkti. (Ahmet Ümit, “Bab-ı Esrar”)

[54] O sustukça ben de uzun uzun, görev yaptığım yerlerdeki komutan hatalarımı tek tek misaller vererek **susmazcasına** anlatıyordum. (Soner Yalçın, “Teşkilatın İki Silahşörü”)

4.2.3. Basit kipli fiillerde /-yor/ ekinden sonraki kullanımlar çok seyrektr:

[55] Nihal başını eğdi ve tâ Behlülün kulağına, kendisiyle eğlenecek olanlardan **saklıyarcasına**, bir hafi nefese benzeyen bir sesle: — Evet! dedi. (Halid Ziya Uşaklıgil, “Aşk-ı Memnu”)

[56] Manzarası muhteşem bir tepede durmuş, etrafı **seyrediyorcasına**, hülyalı hülyalı

uzaklara dikmişti gözlerini. (Elif Şafak, “Bit Palas”)

5 Yorum ve Tartışmalar

Zeynep Korkmaz, /-CAsInA/ ekinin /-r/, /-mİş/ ve /-AcAk/ ekli partisipler ve partisip görevini yapabilen /-yor/ ve /-yormİş/ eklerine getirilmesiyle /-rCAsInA/, /-mİşCAsInA/, /-yorcasına/, /-yormuşçasına/, /-AcAkçasına/ yapısında gerundium yapan birleşik eklerin elde edildiğini iddia eder (Korkmaz, 2009: 1027).

Derlem üzerine yapılan bu araştırmada, /-AcAkçasına/ yapısında herhangi bir örneğe rastlanmadı.

Korkmaz’ın gerundium (“*zarf-fiil*”) ekleri dediği bu birleşik yapıların gerundium ekleri olmadığı kanaatine varılmıştır. Burada aslında, asıl birleşik ek olan /-CAsInA/ ekinden önceki farklı bağlamların söz konusu olduğu açıkça görülmektedir.

Bu ekin “*çeşitli sıfat-fiillerden zarf-fiiller*” türettiğini iddia eden Korkmaz, isim ve isim soylu kelimelere gelen bir /-CAsInA/ ekinden hiç bahsetmez (2009: 76). Bu ek için “*addan zarf türeten*” bir ek olduğunu söyleyen araştırmacılar da var (örneğin: Doğan, 2014: 14).

Türkçede partisiplerden gerundiumların elde edilmesi bilinen bir gerçektir, ancak /-CAsInA/ ekinden önceki /-r/, /-mİş/ ve /-AcAk/ eklerinin partisip ekleri olmadığına işaret etmek gerekir. Örneklerden de görüldüğü üzere, /-CAsInA/ ekinden önce hiç de partisip ekleri olmayan /-yor/ ve /-mA/ ekleri de gelebilir. Hatta, birleşik kipli fiiller de çok sık kullanılır. Fiillerin olumsuz şekilleri de çok düşündürücü, çünkü partisip eklerinde, her ne kadar morfolojik olarak mümkün olsa da, olumsuzluk pek fazla kullanılmaz. Birçok örnekte de /-CAsInA/ ekinin doğrudan doğruya isim ve isim soylu kelimelere geldiği de görülmüştür. Bundan dolayı, /-CAsInA/ ekinden önceki bağlamların partisip olduğunu iddia etmek doğruyu yansıtmamaktadır.

Türkçede iyelik ekinden önce durum eki gelmez. Gelse gelse, ya çokluk eki ya da yapım eki gelebilir. /-CAsInA/ ekinde ise, üçüncü teklik iyelik ekinden önce ekvatif durum eki gelmiştir. Böyle bir durum ancak çok anlamlı kalıplaşmalarda meydana gelebilir. Demek ki burada /+CA/ ekvatif ekinin referansı, bir isim unsurudur.

Bütün bunlar gözönünde bulundurulursa, yüzeysel yapının dışında, /-CAsInA/ ekinin derin yapıda açılımının farklı olduğunu söylemek mümkündür.

a) Fiillerden sonra kullanılan /+CAsInA/ ekinin derin yapısı şöyledir:

[[uçar gibi] olma]sına

> [uçar gibi] Ø-sına

> uçar gibisine

> uçar Ø-sine

> uçarcasına

b) İsim ve isim soylu kelimelerden sonra kullanılan /+CAsInA/ ekinin derin yapısı ise aşağıda gibidir:

[[aslan gibi] olma]sına

> [aslan gibi] Ø-sına

> aslan gibisine

> aslan Ø-sine

> aslancasına

Burada bir edat grubunun daha büyük olan bir infinitif grubu içinde yer aldığı görülebilir. Düşen unsurların yerine benzetme niteliğinde olan /+CA/ ekvatif eki getirilmiştir. Ekvatif ekinin referansı “**gibi olma**”dır. “Gibi” edatından önce ise, bazen isim veya isim soylu bir kelime bazen de fiil olabilir. Bu fiil de, literatürde iddia edildiği gibi çekimsiz fiillerden partisip değil de, çekimli bir fiil olduğu, hem *i-* fiili hem de birleşik kiplerin kullanımından açıkça görülebilir.

Neden düşen unsurların yerine ekvatif ekinin geldiğine bakılırsa, burada “gibi” edatının da etkisinin olduğunu düşünmek lazım. Düşen yapıda, “*isim çekiminde eşitlik gösteren gibi edatı*”nın (Öner, 1999) rolü büyüktür. Demek ki, “gibi” edatının zaten eşitlik görevi vardır. Kendisi de düştüğünde, ekvatif ekinin kullanılması gayet doğal olduğu sonucuna varılabilir.

/-CAsInA/ ekinden önce fiillerden isim yapan /-mA/ infinitif ekinin gelmesini, birleşik ekin bir parçası olarak sayan Korkmaz, /-mAcAsInA/ ve olumsuzluktaki /-mAmAcAsInA/ eklerini gerundium ekleri olarak sayar (Korkmaz, 2009: 1029). Bu iddiaya katılmak mümkün değildir. Madem ki fiilin olumlu veya olumsuz şekli söz konusudur, o zaman olumsuzluk yapan /-mA/ ekinin birleşik yapıya dahil edilmesi doğru değildir. İnfinitif /-mA/ eki isim yaptığına göre, /-CAsInA/ ekinden önce isim ve isim soylu kelimelerin de gelebildiğini mümkün kılar. Verilen örneklerde, /-CAsInA/ ekinden önce fiillerle hiç de ilgisi olmayan isim ve isim soylu kelimelerin de geldiği görülmüştür. Bu doğrultuda, bunları her zaman gerundium ekleri olarak saymak tamamen yanlıştır.

Bundan hareketle, bu ekin iki kullanımı ortaya çıkmıştır:

a) İsim ve isim soylu kelimelere gelen /+CAsInA/ eki zarf yapar.

b) Çekimli fiillere gelen /-CAsInA/ eki gerundium yapar.

6 Sonuç

Türkçe yazılı 459 edebiyat eserinden oluşan elektronik derlem üzerine yapılan bu çalışmada, /-CAsInA/ ekinin morfosentaksı ele alınmıştır.

/-CAsInA/ eki birleşik yapıda bir ektir. /+CA/ ekvatif durum eki, /+I/ üçüncü teklik iyelik eki ve /+A/ datif durum ekinde oluşmuştur.

Ekin morfosentaksı şöyledir:

a) İsim ve isim soylu kelimelerden sonra gelir. İnfinitif eklerinden sadece /-mA/ ekinde sonra kullanılır. İnfinitif ekinde önceki fiiller hem olumlu hem de olumsuz şekilleriyle görülmüştür. İsim ve isim soylu kelimelere gelen /-CAsInA/ eki zarf yapar.

b) Fiilleri takip eden /-mİş/, /-r/ ve /-yor/ eklerinden sonra da kullanılır. /-mİş/ eki ya basit kipli çekimli fiillerde ve isimlere gelen *i-* fiilinde belirsiz geçmiş zamandır ya da birleşik kipli fiillerde gelecek zaman, şimdiki zaman ve geniş zamanın rivayetidir. İsimlere gelen *i-* fiilinin belirsiz geçmiş zaman şekillerinde, *i-* fiilinden önceki isim ya nominatif ya da lokatif durumunda olabilir. Fiiller hem olumlu hem de olumsuz şekilleriyle kullanılabilir, ancak *i-* fiilinin olumsuzluğu /-mA/ olumsuz ekiyle değil de “değil” edatıyla yapıldığı için, bu durumda kelime, isim ve isim soylu kelimeler arasına kayar. Fiillere gelen /-CAsInA/ eki gerundium yapar.

Bundan harekete, ekin iki şeklinin var olduğu ileri sürülebilir:

- isim ve isim soylu kelimelere gelen ve zarf yapan /+CAsInA/ eki; ve

- fiillere gelen ve gerundium yapan /-CAsInA/ eki.

Her iki şekli bir ek olarak göstermek gerekirse, /±CAsInA/ olarak göstermek gerekmektedir.

/±CAsInA/ ekinde sonra başka bir ekin geldiğine dair kanıt bulunmamıştır.

Bu eki alan kelimelede vurgu, ekten öncedir.

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International Conference on Social Sciences and Humanities (IBU-ICSSH21)

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PICTURES VS. DICTIONARY IN SECOND LANGUAGE ACQUISITION

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Abstract

Teaching English to non-speakers of English is a challenge since it requires following the most appropriate approach for the best result. The first thing which should be taken into consideration when elaborating the issue of ESL or EFL is whether learners acquire or learn the language. It is very important to distinguish between these two terms since Krashen (1981) talks about conscious language learning and subconscious language acquisition. When teaching a new language, one should pay attention on promoting language acquisition instead of language learning. It is so because when learners acquire the language, they are concentrated on the language use i.e. on the message that is conveyed; whereas during language learning, learners are focused on the form of the target language (sentence structure, grammatical rules etc.). This research tried to prove that among many methods of language learning, such as using dictionary explanations, teaching vocabulary with pictures and illustrations helps in incidental vocabulary acquisition, which as a term represents the same as subconscious language acquisition. The present research took place at South East University of Tetova (SEEU) and participants were of different departments but grouped in three different groups. Their English Language proficiency determined their group. The target groups, aged 18-22, consisted of ten students each. They were of Elementary, Pre-Intermediate and Intermediate level of English. The research lasted for six weeks and it was carried during their regular sessions of English course. Since the experiment was carried in a real classroom environment, the target vocabulary topics used for the research were chosen from their students' book *New English File*. The research was consisted of three phases. In the first phase, students were asked to complete a questionnaire. It consisted of questions regarding the vocabulary learning methods, mainly vocabulary associated with pictures. Their opinions were of high importance for the research since it would reflect their attitude toward the methods used in the research. In the second phase, they were engaged in the real activities done in real class atmosphere. Participants had the chance to use both methods while learning new vocabulary. As such they

would reflect their achievements in the last phase of the research. In the last phase, at the end of the last session, participants took a quiz that would give more evidence and additional data about participants' achievements. The main purpose of the present research was to prove the hypothesis that the method of pictures and illustrations associating the target vocabulary gives better results when compared with vocabulary associated with dictionary explanations. In order to prove this hypothesis we should see whether both methods bring the expected results as well as do all the exercises work with all the levels.

Key words: English as a second language, vocabulary acquisition, pictures, illustrations, dictionary explanations.

1 Introduction

Learning a language is a process which in itself includes different aspects. Mastering the vocabulary of a language helps in improving the ability to communicate in that language. In a way, learners of a language are mostly interested in conveying their message rather than formulating grammatically correct sentences. Many learners have difficulties in learning foreign languages. Using pictures could help learners in their vocabulary retention compared to the method of dictionary explanation. Both of these methods were used in this research where the first one brought the desired results.

Pictures have been used in different environments. Many researchers have used them in Computer Assisted Language Learning (CALL) environments. Computers and video games have used pictures as their main element in designing the activities for language learning. The research tried to prove the hypothesis that more vocabulary items are acquired when they are associated with pictures and illustrations rather than with dictionary explanations. In order to prove this hypothesis, the target vocabulary was presented using two methods. One method was using pictures associating the target vocabulary, whereas the other one was using dictionary explanations for learning of the target vocabulary. Many researchers have tried to support the method of using pictures as for example Krashen who tried to make a

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

distinction between *language acquisition* and *language learning*.

For this purpose, a research was carried to prove that pictures are more useful than dictionary explanations. Participants were grouped in three groups according to their English language proficiency. The first group was *Elementary* and their knowledge of English vocabulary was very low. As such, this group was treated more carefully since it was a little harder to meet their needs. The second group was *Pre-Intermediate* and this group had some background on English language. The last group was *Intermediate* and this group was the one which worked very easily in all the steps of the research. They had a greater vocabulary background and could be involved in every activity without any difficulty. First of all, a questionnaire was given to all participants. The questions were designed in that way that participants' answers would give a clear picture on their attitude on learning vocabulary with pictures and/or with dictionary explanations. After that, they were introduced to the topics of the material they were supposed to cover during those six weeks. The activities were completed in real class atmosphere so that participants did not pay attention on the fact that they are taking place in a research. At the end, they were asked to take a quiz, the *Achievement Quiz*, which gave evidence detailed evidence on their vocabulary retention during the research. Detailed analysis of these issues will be presented in the following paragraphs.

36 Review of Literature

Language acquisition is a process which with its complexity has attracted a large number of linguists, teachers as well as researchers in the field. A number of issues such as acquisition, learning, language use and usage and the effect of age are related to language acquisition. Before doing any other analysis and bringing conclusions, all of those key concepts related to the language acquisition need to be clarified. The first most important issue is the distinction between the terms *acquisition* and *learning*. After that a special attention should be paid on the relationship between *lexical competence* and *language proficiency*, which is what most of the researchers work on.

A significant number of studies have tried to elaborate the issue of language acquisition. Most researchers have tried to distinguish between the terms language acquisition and language learning, since in several cases these terms have been used interchangeably. Since 1975, Stephen Krashen and his associates have worked on the

issues related to adult second language acquisition. His 'Monitor Theory' (Krashen, 1981 cited in Young, 1983) explains that adult language learners have two independent ways of learning a language: conscious language learning and subconscious language acquisition. As one can realize, language learning and language acquisition are distinguished according to the role of consciousness involved in the process of language development. These two processes are interrelated and, when encountering a new language, Krashen argues that "subconscious acquisition appears to be far more important than conscious language learning" (Krashen, 1981 cited in Young, 1983, p.197). Young (1983) in his article *The Negotiation of Meaning in Children's Foreign Language Acquisition*, states that these two concepts are not new and they have been mentioned much earlier than Krashen.

Mastering the vocabulary of a language is the most important issue in both language learning and language acquisition. As Stieglitz E.L. (1983) has argued, "learning a new language is mastering the vocabulary of that language" (p.71). Vocabulary improvement in ESL and EFL doubtlessly reinforces competence in that particular language. It is well known that learners' language proficiency does not only depend on the number of known words but also on the previous experience and knowledge of some other concepts. However, a close relationship is made between *lexical competence* and *language proficiency*. It is noted that "features associated with the macro level of lexical competence vary as a function of an increase in second language (L2) proficiency" (Nikolova & Schwanenflugel & Zareva, 2005, p.567). The lexical competence used in this citation refers to the ability or capability of knowing the lexicon of a language. This statement clearly explains the close relationship between vocabulary and language development. There have been a large number of researchers who have tried to find ways on how to increase the vocabulary retention in a target language.

Another concept related to the use of pictures is using multimedia annotations in vocabulary teaching. Chun & Plass (1996), in their study of the *Effects of Multimedia Annotations on Vocabulary Acquisition* note that "words associated with actual objects or imaginary techniques are learned more easily than those without" (Chun & Plass, 1996, p.183). According to them, multimedia annotations (text, pictures, sounds, videos) can bring a new light to vocabulary teaching apart from the traditional description of the words. Their results show

that when words are presents as “picture + text” (p.183), they are stored much better in our memories.

37 Methodology

Second language acquisition (SLA) is a complex process that associates a long period of effort in reaching a specific goal. This period is often full of plans and a variety of methods which should be followed if one wants to achieve the pre-determined goal. The method of memorizing a word associated with a picture is the focus of this study. Even though there have always been discussions whether pictures and videos have the same effect upon recalling a word during SLA, Chun & Plass (1996) argued that words which are associated with pictures are easily recalled. According to them, the mind can easily recall a static image rather than a moving one because not every detail of the movement can be remembered and as the time passes, parts of the movement are deleted from the memory.

The research of the present study was carried out at South East University of Tetova (SEEU) and the participants were of different departments. They were of *Elementary*, *Pre-Intermediate* and *Intermediate* level of English. The research lasted for six weeks because the target groups had to be introduced to six different vocabulary topics. The Elementary group worked on the following topics: Common Objects, The Family, Town and City, Jobs, Flats and Houses and Food. The Pre-Intermediate group was introduced to these topics: Personality Adjectives, The Body, Holiday, Opposite Verbs, Clothes and Opposite Adjectives. The last group, the Intermediate group worked on the following topics: Personality, Money, Houses, Appearance, Education and the last topic was Work.

The research followed three different phases. The first one was the Questionnaire. It consisted of questions regarding the vocabulary learning, mainly vocabulary associated with pictures. In the second phase, they were engaged in the real activities done in real class atmosphere. While in the last phase, participants took a Quiz which was used to give more evidence and additional data about the research.

The method of dictionary had its own design of the exercises. Participants worked on three different topics. Each of the topics was presented with a different type of exercise. The purpose was to break the routine of the regular classes. In addition to the dictionary exercises, participants worked also on the topics introduced with pictures. The purpose of this switch was to compare the

results of vocabulary acquired with each of the methods. At the end of each session, students completed the Exit Tickets where students could see how much they have learned during that session. Participants enjoyed the activities and worked without thinking that they were part of the research, which is preferable for obtaining reliable and objective results. When all the topics were presented and the material (the target vocabulary) of the research was covered, participants took the Achievement Quiz where the results of the research were supported with data.

37.1 The Questionnaire (Appendix A)

The present questionnaire was a qualitative one and it managed to determine the opinion of the participants as clearly as possible. In this case, three different questionnaires were designed since the participants were of three different levels. The questions of the questionnaire were designed in a way that they went from general to specific. The first questions were focus on participants’ opinions about learning vocabulary vs. learning grammar. The questions in the middle asked participants to rate the topics from 1 (the most preferred) to 5 (the least preferred). This would give an idea on their motivation on certain topics which would probably reflect their success on the same ones. The last questions were focused more on methods of vocabulary learning where participants were asked to choose the best and the most used method by them in learning vocabulary. The main focus was to determine their attitude towards learning vocabulary associated with pictures. Their answers indirectly gave a clue for the provability of the hypothesis. Most of the questions were asked in the first person singular in order to be more understandable for participants. In this way they did not need to transform the order of the questions.

37.2 Group Exercises (Appendices B, C, D)

- Appendix B-Exit Tickets
- Appendix C- Dictionary Exercises
- Appendix D- Picture Exercises

Group exercises were the most interesting part of the research. Actually they were the productive part, the heart of the research. The participants were totally engaged in the process without being aware that in fact they were participating in the most important role of the research. As mentioned before, the research lasted for six weeks, and as such all three groups were introduced to six different topics in vocabulary, chosen from the material they had to cover during that semester. The

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

division of the topics into sessions in all three groups was in an alternative way, i.e. if the first topic was introduced with pictures, the next one would be with dictionary. Except the exercises for practicing the target vocabulary, participants were asked to complete the *Exit Tickets*. This activity was repeated twice during one session. Students started and finished the class with the same activity. It had a double effect in collecting the data about participants' knowledge of the target vocabulary since we had evidence on vocabulary retention before and after working on a specific topic on vocabulary.

The activity (table) contained three columns: the first column named **Topic** presented the target vocabulary of that session. There were always ten items on that list. The second column, **Possible Definitions**, was completed in the beginning of each session. Participants were asked to give their definition about each item from the list, which showed how familiar were they with each topic and item before being introduced. The third column named **Verified Definition** was completed after they were finished with the actual exercise on a specific topic. In this column, participants had to give the exact definition or description of each item. That showed participants' progress from the beginning until the end of the session. It also helped in gathering data about the usefulness of the method used in introducing a specific topic.

37.3 Achievement Quizzes (Appendix E)

The research lasted six weeks and it was consisted of different parts. While it started with the *Questionnaire*, it finished with the *Achievement Quiz*. Except *Exit Tickets*, which showed participants' performances constantly after each session, the quizzes gave a clearer picture of their improvement during the whole research. As the exercises which were adapted to the levels of the participants, the quiz was also designed in the same way. The difference was on the topics it contained for each level. This approach was used to prove that the method of pictures associating the target vocabulary is much more useful and brings better results than vocabulary associated with grammar explanations. The quiz lasted for 20 minutes in each group and it was taken after the last class of the research. The exercises of the quizzes were of two kinds. The three exercises with the pictures contained the same pictures of the topics introduced in class and a crossword without the clues which participants had to complete. The other three exercises with dictionary explanations followed the same frame differing just in one thing. Instead of pictures, students

were given dictionary explanations. Participants were supposed to recall the target words using the pictures or dictionary explanations as a clue. This was the way the crosswords were completed.

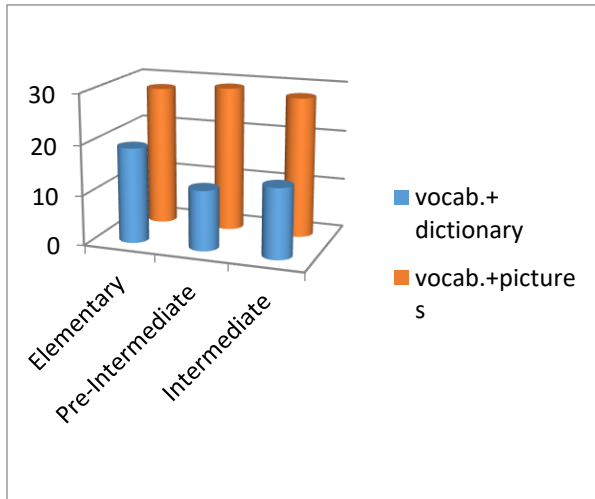
38 Findings

The present research was carried at South East University (SEEU) in Tetova. There were 30 adult students aged 18-22, from different faculties, who were attending three different levels of English. Each of the groups contained 10 students of the same level. All of them were voluntarily participating in the research.

The present study was done to prove the hypothesis that more vocabulary items are acquired when they are associated with pictures rather than dictionary explanations. The activities, which were used to present the target vocabulary, were designed in a way that both methods were used. They were adapted to specific topics they had to cover during their English course. In a way students were taking place in a research but at the same time they were covering the expected material during the period of the research. The following paragraphs will elaborate these findings in more details.

All the groups were given a questionnaire before starting the research. The main reason was to inform the participants about the purpose of the research. Another reason was to learn what their opinions were about the research. It did not take too long to complete the questionnaires, and when they were collected, the results were as predicted. Participants were ready to start the research and in general they thought that the method of pictures was worth trying. They were all thinking that it is easier for them to learn the vocabulary of a language rather than its grammar. They mentioned that they enjoyed classes when vocabulary was taught.

Before each session, participants were given the *Exit Tickets* (warm up activity) with the target vocabulary of the day. This helped in determining their knowledge before and after presenting the target vocabulary. It was used for both methods. However, there appeared a common problem with nearly all the groups while working with the dictionary explanation method. Even though they were told to try and understand the meaning of the words, they tried to copy the sentences taken from the dictionary and write them in the last column of the *Exit Tickets*. Not being able to memorize all the words from the definitions, they have written either the same sentences with fewer words or they had used all the words with a different word order. They had failed in



acquiring the target vocabulary which was presented with dictionary explanations since they had missed the real point of the exercises. This was further evidence that the hypothesis was proven and supported with data.

38.1 Group 1 - Elementary

This group was conducted with more attention since their previous vocabulary knowledge was poor. This issue was an obstacle for them when trying to express their opinions. Even though the activities did not require much oral communication, they faced those difficulties while completing the exit tickets. They had to give descriptions about the vocabulary items presented in the Exit Tickets using their own words. In those cases, they were encouraged to merely write their opinions and the spelling errors were not considered in that situation. Participants wholeheartedly supported the idea of pictures. They answered that they could easily learn vocabulary using pictures and illustrations rather than dictionary. They thought that dictionaries should be used at higher levels since sufficient vocabulary knowledge is necessary to understand the explanations given in the dictionaries. Thirty items were presented with pictures and other thirty with dictionary explanations. Participants scored 25-28 points from the quizzes with pictures and 10-19 from the quizzes with dictionary explanations. These scores show the effectiveness of the method of pictures for this group of participants.

38.2 Group 2 – Pre-intermediate

This group had an advantage compared to the previous one. They had passed Level 1 of English course and they had a considerable knowledge about the basics of this language. Participants were presented topics with both methods. They looked very interested in the method of pictures but did not know what to expect from the method of dictionary explanations since it was something new for them. They had done a really great job in completing the tickets for the topics of pictures associating the target vocabulary, however, they had faced difficulties with filling the tickets of the topics presented with dictionary. They could not write clear and correct sentences since they had tried to memorize the definitions presented in class. They had written either the same sentence with less words or they had used the same words but not in the correct order. The results of the quizzes gave more quantitative data since there it could be seen some scores. With the part of the vocabulary with dictionary explanations, the scores varied from 3 to 12 out of 30. However, in the method of pictures, we could see scores of 20-29 out of 30 points.

38.3 Group 3 - Intermediate

This group was supposed to bring better performance and higher scores in the research since their English proficiency was higher. When the Tickets were analyzed, it was clearly seen that the method of dictionary explanations did not work so well. They either wrote shorter definitions with missing words or longer and senseless sentences. The results of the topics presented with pictures were very satisfactory. Participants had managed to write clear descriptions as well as example sentences for the items of the list. At the end of the research, after the last class, participants took the Achievement Quiz and the results were pleasant for the research. The highest score in the ‘dictionary part’ (my emphasis) was 14 whereas the lowest one was 5 out of 30. If we compare those scores with the ‘picture part’, the difference cannot be avoided. The highest score in this part was 28, whereas the lowest score was 20 out of 30. All these evidences were both qualitative and quantitative supporting the hypothesis of the research.

The following chart gives a good picture of all these data from the research.

39 Conclusion

The present research was carried to prove that vocabulary retention depends on the way it is

taught/learned. Participants' attitude about the methods used in the research affected its results. They were more interested on working with the method of pictures rather than with the dictionary. It was easier for them to recall vocabulary using pictures as their reference. The scores of the quizzes supported this idea with its data. Having something visual helped participants store the image of the words in their memories which were then easily recalled. In conclusion, the hypothesis of the research was proved as well as participants had fun while learning new vocabulary of English Language.

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ALMANYA VE TÜRKİYE’DE DİL DERNEKLERİ

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ÖZET

Dilin geliştirilmesine ve yabancı etkilerden korunmasına yönelik çalışmalar 17. Yüzyıldan bu yana Almancada *Spracharbeit*, *Sprachreinigung* ve *Sprachpflege* diye adlandırılmıştır. Türkiye açısından dil derneklerine bakıldığında süreci, 1851’de Mustafa Reşit Paşa tarafından kurulan *Encümen-i Daniş*’e ve bunun içinden çıkan *Cemiyet-i İlmiye-i Osmaniye*’ye götürmek gerekir. Bu derneksel oluşumları *Türk Derneği* (1908), *Türk Yurdu Cemiyeti* (1911), *Türk Ocağı* (1912) ve *Türk Dili Tetkik Cemiyeti* (1932) izlemiştir. Türkiye’de dil(bilim)sel tartışmalar sürekli *eski dilciler* ile *yeni dilciler* atışması ekseninde siyasi tarzda süregelmiştir. Almanya’da da dil tartışmalarında siyasetin rolü vardır, ama Türkiye’deki kadar bariz değildir. Örneğin Almancayı arılaştırma amacı güden derneklere karşı muhafazakâr dil dernekleri kurulmamıştır. Dil derneklerinin en önemli faaliyeti, yabancı olarak görülen ve kültür üzerinde tehdit oluşturan unsurlara karşı mücadeledir. Bütün dil derneklerinin ortak noktası İngilizceden dilimize gelen ve Türkçeyi kirleten sözcüklere karşı verilen mücadeledir. Almanya ve Türkiye’deki siyasetin dile bakış açısı tam terstir. Almanya’da muhafazakârlar Almancayı arılaştırmak için büyük çaba harcarken, Türkiye’de aynı işlevi muhafazakâr olmayan çevreler üstlenmektedir. Türkçenin yabancı dillerin istilasından kurtarılması herkesin görevidir. Almancada *Denglisch*, Türkçede *Türkilizce* veya *plaza dili* diye nitelenen bu kırma dil kullanımı ile dikkat çekmek isteyenler bu komplekslerini yenmedikçe anadillerine zarar vereceklerdir.

Anahtar sözcükler: Türk dili, Alman dili, dil dernekleri, dil politikası, dili sadeleştirme

Keywords: Turkish language, German language, language associations, language policy, language purism

1 Giriş

Devletler varlıklarını koruyabilmek için her zaman değişik yollara başvururlar. Gerçekte öyle olmasa da kendi özel mülkiyetlerinde gördükleri temel hakları topluma devreder. Kimi zaman da toplumun diriliğini,

birlik ve bütünlüğünü koruyup geliştirecek değerlere sarılırlar. 15. Yüzyıldan itibaren Avrupa’da Rönesansın ve hümanizmin, onu izleyen Barok (1600-1700) ve Aydınlanma (~1650-1800) dönemlerinin doğuşuyla birlikte monarşik düzen yerine ulus devlet hâkim olmaya başlamıştır. Meşruiyetini ayakta tutabilmek için ulus devlete geçiş ilk önce İngiltere’de başlamış, daha sonra Fransa, İtalya ve Almanya’da sürmüştür.

Dil, uluslaşmanın en önemli göstergesidir. Nitekim toplumsal ve kültürel değerlerin (masalların, şiirlerin, manilerin, fıkraların, menkıbelerin, öykülerin, destanların) sözlü ve/veya yazılı olarak üretilmesini ve belgelenecek gelecek nesillere aktarılmasını sağlayan yegâne unsur dildir.

40 Dil Bilinci Kazandırmaya Yönelik Çalışmalar

17. Yüzyılda Almanya’da kurulmaya başlayan dil cemiyetleri (dernekleri) ulus devlet olma yolundaki mihenk taşlarıdır. Üyeleri genellikle soylulardan ve burjuvalardan oluşan dil dernekleri Almancayı yabancı dillerin etkisinden kurtarma, insanlara Alman dil bilinci kazandırılması için yabancı sözcükler yerine Almancalarını kullanma, edebiyatı geliştirme amacını taşıyordu. Bu amaçları beslemek için âdeta bir edebiyat seferberliği başlatılmıştır. Bu kapsamda *Buch von der deutschen Poeterei* (Opitz, 1624), *Teusche Poemata* (Opitz, 1624), *Poetischer Trichter* (Harsdörffer, 1647), *Hochdeuscher Helikon* (Zesen, 1641), *Verskunst* (Buchner, 1636), *Teusche Sprachkunst* (Schottel, 1641) ve daha birçok roman, öykü, dram, komedi ve hiciv yazılmış ya da çeviri yoluyla Almancaya kazandırılmıştır (Bak. Aytaç 1983: 42-52).

a. Almanya’da Dil Dernekleri

Konumuz dil dernekleri olduğu için bu konuya dönelim. Aytaç’ın da (1983: 40) belirttiği gibi “*Dil Cemiyetleri* (Sprachgesellschaften) Almancayı yabancı etkilerden kurtarmak, arılaştırmak amacıyla kuruluyordu.” Almanya’daki dil kurumlarının oluşumunda Fransa ve İtalya’daki örnekler dikkate alınmıştır. Böylece 17. Yüzyıldan bugüne kadar birçok dil derneği kurulmuştur:

- 2) *Fruchtbringende Gesellschaft*, diğer adıyla *Palmorden* 1617-1680 yılları arasında dil

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

- çalışmaları²⁰² yapmıştır. Üyeleri arasında saraylı, diplomat ve askerler vardı. 2007'de *Neue Fruchtbrirende Gesellschaft zu Köthen/Anhalt – Vereinigung zur Pflege der deutschen Sprache* şeklinde küçük bir ad değişikliğiyle Alman dili için hizmetlerine devam etmektedir.
- 3) *Deutschgesinnte Genossenschaft* (1643-1705), Alman dili ve kültürünü geliştirmeye yönelik çalışmalar yapmaktaydı.
 - 4) *Pegnitzschäfer / Pegnesischer Blumenorden* 1644'te kurulup bugüne kadar varlığını sürdüren barok kökenli dil derneğidir.
 - 5) *Elbschwanenorden* (1656-1667), üyelik için Alman olmayı, Almancayı edebi eser verecek kadar iyi bilmeyi ve Alman diline hizmet etmeyi şart koşuyordu.
 - 6) Barok döneminin dil derneklerinden olan *Aufrichtige Tannengesellschaft*, 1633 – 1670 yılları arasında Almancayı arılaştırma ve yazım kuralları oluşturma amacı taşımaktaydı.
 - 7) *Heidelberger Dichterkreis*, Martin Opitz ve Balthasar Venator tarafından kurulan ve Almancanın şiir dili olmasına öncülük eden dernek yapılı bir şair çevresidir.
 - 8) *Deutsche Gesellschaft* (1697-1945), kendini Almancanın Fransızca ve Latinceye karşı özgürleştirilmesine ve arılaştırılmasına adanmıştır.
 - 9) *Parnassus Boicus / Der bayerische Musenberg* (1722), 18. Yüzyılın başında ilk Almanca bilimsel dergiyi çıkaran, Luther Almancası yerine Bavyera lehçesini bilim dili haline getirmek için çalışan bilim insanlarından oluşan bir dernek mahiyetindedir.
 - 10) *Societas eruditorum incognitorum in terris Austriacis (Gesellschaft derer Unbekanntem Gelehrten in den österreichischen Ländern* (1746), edebiyat, matematik, doğa bilimleri gibi alanları teşvik etmek isteyen bilim insanlarından oluşuyordu.
 - 11) *Die Neunständige Hänseschaft*, 17. yüzyılda dilin arılaştırılması için çalışan dokuz üyeli bir dernektir.
 - 12) 1741-1945 yılları arasında faaliyet gösteren Königliche Deutsche Gesellschaft, Alman dilini araştırmak, geliştirmek ve üniversite ile halk arasında köprü olmak isteyen bir dernektir.
 - 13) *Das Poetische Kleeblatt*, 18. Yüzyılın başında Strassburg'da kurulan ve Alman diline hakkettiği yerin kazandırılması için çalışan küçük bir dil derneğidir (Martin 1888: 57).
 - 14) *Der Belorbeerte Tauben-Orden*, İsveç'teki *Collegium antiquitatum und profession* örnek alınarak kurulan ve dürüstlük, saflık, yararlılık, kahramanlık, dindarlık, birlik gibi şövalye meziyetlerini dilde de görmek isteyen bir dernektir (Schulz 1888: 121).
 - 15) *Der Leopold-Orden*, anavatanı yararlı askeri ve sivil hizmetleri ödüllendirmek için kurulan bir dernektir.
 - 16) 1829 yılında *Ruprecht-Karls-Universität Heidelberg*'de öğretim elemanlarınca kurulan ve 1848'de kapanan *Verein zur Beförderung der Deutschen Reinsprache, Almancanın arılaştırılması, yabancı sözcüklere Almanca karşılıklar türetilmesi ve türetilen sözcüklerin kullanımının özendirilmesi amacıyla kurulmuştur.*
 - 17) 1839'da kurulan *Königlich-Sächsisches Stenographisches Institut*, stenografi hizmeti vermekteydi.
 - 18) *Akademie deutsch-italienischer Studien*: Kısa adı *Akademie Meran* olan ve İtalya'nın Südtirol bölgesinde yer alan bu dernek kültürlerarası diyalogu geliştirme ve % 64'ü Avusturya asıllı olan Tirollülerin dil bilincini koruyup geliştirme amacı taşımaktadır.
 - 19) *Allgemeiner Deutscher Schriftverein*: 1890'da kurulan bu dernek Almancanın yabancı etkilere karşı korunmasının yanında Gotik yazının kullanılması için de mücadele etmiştir.
 - 20) 1848-1859 yılları arasında askeri binalarda faaliyet gösteren bu dernek *Potsdamer Verein für deutsche Sprache*, yabancı sözcüklere karşılık Almanca sözcükler türetmiş ve bu yönde mücadele edilmesi için uyarılarda bulunmuştur.
 - 21) 1885 yılında kurulan ve kısa adı *ADSV* olan *Allgemeiner Deutscher Sprachverein*, yabancı sözcüklere karşı mücadeleyi kendine misyon edinmiştir.

²⁰² Almancayı koruma ve geliştirme çalışmaları 17. yüzyılda *Spracharbeit* (dil çalışması) 18. Yüzyılın sonlarından itibaren *Sprachreinigung* (dili arılaştırma), 19. Yüzyılın sonlarından günümüze kadar ise *Sprachpflege* (dili geliştirme) diye

adlandırılmaktadır (<https://de.wikipedia.org/wiki/Sprachgesellschaft> (Erişim tarihi: 02.02.2021).

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

- 22) 1918’de kurulan *Bund für deutsche Schrift und Sprache* (BfdS) kendini Alman dilinin ve kültürünün korunup geliştirilmesine adanmış bir dernektir. Apolitik olduğunu iddia etse de nazi partisine (NSDAP’ye) yakın durmuştur. 1945’te suç örgütü kategorisine sokularak yasaklanmıştır.
- 23) Kökü 1896’da kurulan *Studienkreis für Kurzschrift* çevresine dayanan *Bundesjugend für Computer, Kurzschrift und Medien*, 2007’de kendini *Deutsche Stenografenjugend* olarak adlandıran bir dernektir. Amacı gençlere başta metin yazımı olmak üzere birçok bilimsel, sosyal ve siyasi konuda bilgi-beceri kazandırmak için seminerler, yarışmalar, kurslar vs. düzenlemektedir.
- 24) 1871’de kurulan *Niederdeutsche Bewegung / Plattdeutsche Bewegung*, Alman dili ve kültürü ile Almanlık bilincini geliştirmek isteyen, nazizmin yolunu açtığı kabul edilen bir dernek mahiyetindedir.
- 25) 1899’da Viyana’da kurulan *Phonogrammarchiv der Österreichischen Akademie der Wissenschaften* (PhA), dünyanın en eski ses ve görüntü arşividir.
- 26) Deutscher Stenografenbund, Stenografi Dernekleri Konfederasyonu olup 1924’te Almanca ortak kısa yazının (Deutsche Einheitskurzschrift) oluşturulması için kurulan komisyonun amaçlarını gerçekleştirmeye çalışır.
- 27) *Deutsche Akademie*, Alman dili ve kültürünün korunması, geliştirilmesi ve yayılması için 1925 yılında kurulmuştur. Goethe Enstitüsü’nün öncülü olan bu dernek 1945’te kapanmıştır. Yurtiçi ve yurtdışındaki Almanlık bilincinin geliştirilmesi ve yüceltilmesi amacı taşıyan taşıyan gayri-resmi bir dernektir.
- 28) 1935’te kurulan Deutsches Sprachpflegeamt da, *Deutsche Akademie*’nin resmi olan benzeridir. Almanca’nın yazılı ve sözlü olarak bilimde, medyada, kısacası her alanda doğru kullanılmasını ve geliştirilmesini teşvik eder.
- 29) *Deutsche Akademie für Sprache und Dichtung* adlı dernek 1949’da Goethe’nin 200. Doğum gününde bazı yazar ve bilim insanları tarafından Alman dili ve edebiyatının korunup geliştirilmesi amacıyla kurulmuştur.
- 30) 1951’de kurulan *Goethe-Institut, Deutsche Akademie*’nin devamı olup devlete desteklenmektedir; yurtdışında Alman dili ve kültürünün kurs vb. faaliyetlerle geliştirilmesini amaçlar. 2020 sonu itibarıyla 98 ülkede 157 Goethe Enstitüsü bulunmaktadır.
- 31) Dilbilimi geliştirmeyi ve genç dilbilimcileri desteklemeyi amaç edinen *Deutsche Gesellschaft für Sprachwissenschaft*, 1978’de kurulmuştur.
- 32) *Der Deutsche Sprachrat*, 2003’te kurulan ve DAAD, GfdS, Goethe-Institut ve IDS’den oluşan birleşik bir kuruldur. Alman dili hakkında aydınlatma, bilimsel tartışmalar yapma, Almancayı anadili ve yabancı dil olarak geliştirme amacı taşımaktadır.
- 33) Deutsch-Türkische Vereinigung, 1914’te Berlin’de kurulan ve Almanların Osmanlı’daki kültürel ve ekonomik çıkarlarını korumayı amaçlayan bir dernektir. Üyeleri arasında Enver Paşa, İsmail Hakkı Paşa ve Mahmud Muhtar Paşa vardır.
- 34) Gesellschaft für Interkulturelle Germanistik, Germanistik alanında çalışanlar arasında uluslararası bilimsel ve eğitimsel söylemin geliştirilmesine katkı sağlama amacı taşır.
- 35) 1894’te kurulan *Gesellschaft für deutsche Sprache und Literatur in Zürich*, Yeni Yüksek Almanca’nın okullarda ve diğer yaşam alanlarında – lehçelere zarar vermeden - doğru ve sade kullanılması hedefini güder.
- 36) 1977’de kurulan *Humboldt-Institut – Verein für Deutsch als Fremdsprache*, kamu yararına çalışan bir dernektir. Çocuklara, gençlere ve yetişkinlere yönelik DaF kursları düzenler.
- 37) Initiative Deutsche Sprache, Cumhurbaşkanı Horst Köhler’in himayesinde, yurtiçinde ve dışında Alman diline olan ilgiyi artırmak için 2004’te Goethe-Institut, Hertie-Stiftung, Heinz Nixdorf Stiftung ve Stifterverband für die Deutsche Wissenschaft tarafından kurulmuştur.
- 38) 1964’te kurulan *Institut für Deutsche Sprache* (2019’dan itibaren *Leibniz-Institut für Deutsche Sprache* [IDS]) Alman dilinin araştırılmasını amaçlamaktadır.
- 39) *Institut für niederdeutsche Sprache* 1972’de kurulmuştur ve Kuzey Almanya’da konuşulan Almanca’nın korunmasını ve teşvik edilmesini hedefler.
- 40) *InterDaF*, 1992’de kurulan ve özellikle üniversiteye hazırlık için Almanca kursları veren bir dernektir.
- 41) 2001’de kurulan *Internationales Mundartarchiv „Ludwig Soumagne“*, kendini

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

- Alman lehçe arařtırmalarına ve edebiyatına adanmış bir kurumdur.
- 42) 1978’de kurulan *Mecklenburgisches Folklorezentrum*, 1991’de *Volkskulturinstitut für Mecklenburg und Vorpommern* adını almıştır. Aşağı Almanya dilinin ve geleneklerinin geliştirilmesini amaçlamaktadır.
- 43) 1997’de kurulan *Österreich Institut*, Almancanın konuşulduğu Avusturya kültürünü yurtdışında tanıtmaya ve Almanca kursları düzenleme amacı taşır.
- 44) *Zwischenstaatliche Kommission für deutsche Rechtschreibung*, 1996 yılında Almanya, Avusturya ve İsviçre tarafından kurulmuştur. Amacı, Almancanın yazım sorunlarına çözüm bulmaktır. Bu oluşum 2004 yılında sona erdirilerek yerine aynı amacı taşıyan *Rat für deutsche Rechtschreibung* (RdR) kurulmuş, bu kurulun üyeleri arasında Südtirol, Liechtenstein ve Belçika’nın Alman kesimi de katılmıştır.
- 45) *Der Redaktionsstab Rechtssprache*, yasa ve yönetmeliklerin dilini daha doğru ve anlaşılır kılmak için *Bundesministerium der Justiz und für Verbraucherschutz* (Federal Hukuk ve Tüketiciyi Koruma Bakanlığı) bünyesinde 2009’da kurulan partilerüstü bir kuruldur.
- 46) Elsass ve Doğu Lothringenliler 1960’larda lehçelerinin tehdit altında ve yok olmakla karşı karşıya olduğunu düşünüyordu. Bu çöküşe dur demek isteyen Straßburg Üniversitesi’nden bir grup akademisyen 1968’de René-Schickele-Gesellschaft’ı (Cercle René Schickele Kreis) kurmuştur.
- 47) 2006 yılında İsviçreli dilbilimciler ile basın ve yayınevi mensupları tarafından kurulan *Schweizer Orthographische Konferenz* (SOK), 1996’da başlatılan yazım reformu (Rechtschreibreform) ile bozulan dil bütünlüğüne ve karmaşasına karşı mücadele etmek için kurulmuştur.
- 48) 1993’e kadar adı *Deutschschweizerischer Sprachverein* olan *Schweizerischer Verein für die deutsche Sprache*, İsviçre’nin Almanca konuşulan bölgelerinde Alman dil kültürünün geliştirilmesi için çalışır. *Dudenredaktion* ile işbirliği yapar.
- 49) 2018’de *Mundartforum* adını alan *Verein Schweizerdeutsch*, 1938’de kurulan *Bund Schwyzertütsch*’ün devamıdır ve İsviçre’deki lehçelerin korunup geliştirilmesi için çaba harcar.
- 50) *Sprachpanorama Laufenburg*, İsviçre’de *dili kavramak* konulu sürekli bir sergi düzenleyen, çalıştaylar ve konferanslarla Almanca’yı ve lehçelerini koruyup geliştirmek isteyen bir dernektir.
- 51) *Duisburger Institut für Sprach- und Sozialforschung*, eğitim, politika ve basın alanında sosyolojik çözümler yapmak isteyen bu dernek 1987’de kurulmuştur. Aşırı sağa, milliyetçiliğe, ırkçılığa ve Yahudi düşmanlığına karşı mücadele açısından medya, politika ve toplumsal alandaki dil kullanımını ön planda tutar.
- 52) 1974’te kurulan *Sprachverband Deutsch für ausländische Arbeitnehmer*, bazı bakanlıkların ortak girişimiyle yabancıların topluma uyumunu kolaylaştırmaya yönelik Almanca kursları vermek için kurulmuştur. 1952’de kurulan *Ständiger Ausschuss für geographische Namen*, Almanya’da yer adlarının ölçünlüleştirilmesi için birçok bakanlığın ve kurumun ortak girişimiyle kurulmuştur.
- 53) *Theo-Münch-Stiftung für die Deutsche Sprache* 2002’de kurulmuştur. Başlıca amacı Alman dilinin korunması ve geliştirilmesi için çalışmak ve bunun için çaba harcayan insanlara ödül vermektir.
- 54) *Treffen der Staatsoberhäupter der deutschsprachigen Länder*, Almancanın resmi dil olarak konuşulduğu ülkelerin devlet başkanları tarafından 2004’ten bu yana düzenli olarak yapılan buluşmaların adıdır. Almancanın korunması ve teşviki, göç-entegrasyon, eğitim, barış, iş dünyasında dijital değişim, gençlerin işsizliği ve demokrasi başlıca konulardır.
- 55) Alman yazar ve çevirmenlerin haklarını korumak için 1969’da *ver.di* sendikasının bir organı olarak G. Grass ve H. Böll’ün öncülüğünde kurulan *Verband deutscher Schriftstellerinnen und Schriftsteller* (VS), edebiyat ve politika konularında yoğunlaşmıştır. Keza *ver.di*’ye bağlı olan ve 1954’de kurulan *Verband deutschsprachiger Übersetzer literarischer und wissenschaftlicher Werke*, Almanya’daki çevirmenlerin haklarını korumak üzere yukarıdakine benzer bir görev üstlenmiştir.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

- 56) İktisatçı Walter Krämer'in 1997'de kurduğu *Verein Deutsche Sprache* (VDS) kamu yararına çalışan 36.000 üyeli bir dernektir. Krämer, yayın organları *Sprachnachrichten*'de sol ile iç içe olmuş yalancı medyanın düşünce terörü yarattığını iddia eder. Marjinal düşünceleri nedeniyle Krämer, *PEGIDA* (Patriotische Europäer gegen die Islamisierung des Abendlandes) benzeri aşırı sağcı popülist olmakla suçlanmış ve bazı insanlar bu derneğin verdiği ödülleri bu sebeple kabul etmemiştir. Hatta kendine ait duyuru tahtasında Hitler'den bile alıntılar yapması öğrenciler ve öğretim üyeleri tarafından büyük protestolarla karşılanmıştır. Bu dernek, küreselleşmenin Almancayı büyük bir baskı altına aldığını ve buna karşı mücadele etmek gerektiğini söyler. *Denglisch* diye nitelediği Almanca-İngilizce karışımı dile karşı çıkar, fakat kavram boşluğu olan yerlerde yabancı sözcük alımını onaylar. VDS ayrıca ideolojik olduğuna inandığı kadıneşitlikçi (feminist) dil yaklaşımını şiddetle reddeder; bu yaklaşım ona göre Almancanın temellerini ve dilbilgisini kökünden kesmektedir.
- 57) *Verein für Sprachpflege*, dil derneklerinin ortak bilimsel yayınlarına ortam hazırlamak için 1963'te kurulmuştur. Yayın organları *Deutsche Sprachwelt* dergisi ile dil eleştirisi görüntüsüyle aşırı sağcı popülist bir çizgi izlemiş, *Zigeunersoße*, *Neger* gibi ırkçı söylemleri savunmuş, keza VDS gibi kadıneşitlikçi dil yaklaşımın savaş açmıştır.
- 58) *Gesellschaft für deutsche Sprache, Allgemeiner Deutscher Sprachverein*'in devamı olarak 1947'de kurulmuştur. Devlet tarafından kurulan bu dernek *Türk Dil Kurumu*'nun bir benzeridir. Başlıca görevleri Almancayı araştırmak, korumak, geliştirmek, dilsel konularda danışmanlık etmek ve sorunları çözmek, dil kullanımıyla ilgili tavsiyelerde bulunmak...
- 59) 2007'de kurulan *Arbeitskreis Deutsch als Wissenschaftssprache* (ADAWIS), Almancanın bilim dili olarak kullanılmasının teşvik edilmesi için mücadele eder. Bu derneğe göre üniversite eğitimi esas itibarıyla Almanca

olmalıdır. Kısa süreli kalışlar hariç yabancı öğrenciler, araştırmacılar ve öğretim üyeleri Almanca öğrenmelidir. Tezler Almanca yazılmalıdır (İngilizce özet eklenebilir). Almanca yazılan ders kitaplarının teşviki için İngilizceye çevirisi sağlanmalıdır. İlgili birimler Almanca bilim terminolojisi ile de ilgilenmelidir. Bilimsel başarı sadece seçkin İngilizce dergilerde yapılan yayınlarla ölçülemez; monografiler ve diğer kamu çalışmaları teşvik edilmeli, bu amaçla *Avrupa Yayın Veritabanı* (Europäische Publikationsdatenbank) kurulmalıdır. Öğrencilerin anadili eksikliklerini gidermek için her aşamada ders dili Almanca olmalıdır. Bu dernek ayrıca disiplinlerarası diyalog, bilim – toplum ilişkisi ile dil – bilim/biliş süreci arasındaki ilişkiyi çok önemsemiştir. Bu dernek yaptığı lobi çalışmaları sayesinde *DAAD*'nin, *Alexander-von-Humboldt-Stiftung*'un ve *Hochschulrektorenkonferenz*'in desteklerini almayı başarmıştır.

a. Türkiye'de Dil Dernekleri

Türkiye açısında dil derneklerine bakıldığında süreci Cumhuriyet öncesine götürmek gerekir. Osmanlı'nın Tanzimatı ilan etmesinden sonra Fransız Bilimler Akademisi örnek alınarak 1851 yılında Mustafa Reşit Paşa tarafından kurulan *Encümen-i Daniş* ad itibarıyla dil derneği olmasa da, amaçlarına dikkat edecek olursak dil ve edebiyat çalışmalarına da çok önem vermektedir. *Encümen-i Daniş* "fikir tartışmalarını geliştirmek, bilimsel araştırmaları teşvik etmek bilimsel araştırmaların teşviki ve cahilliğin kaldırılması için gerekli önerileri sağlamak amacıyla kurulmuş bir örgüttür. Kurulca özellikle, bilim, edebiyat ve tarih alanında yeni eserler yazılması teşvik edilecekti." (N. Berkes, Türkiye'de Çağdaşlaşma [İçinde: Kayabaş 2008: 29]).

- 1) *Encümen-i Daniş*'in yapısına ve faaliyetlerine bakıldığında dil çalışmaları yaptığı da görülmektedir.²⁰³ Örneğin üyelerden Avusturyalı Joseph von Hammer Doğu dili, edebiyatı ve tarihi uzmanı, aynı zamanda çevirmendir. Diğer bir üye de İngiliz dil araştırmacısı, çevirmen ve sözlük yazarı Sir J. W. Redhouse'dır. *Encümen-i Daniş*, kendi içinden

²⁰³ Encümen-i Daniş'in açılış töreninde padişaha sunulan *Kavaid-i Osmani* ilk Türkçe dilbilgisi kitabı sayılır. 1774-1826 arası Osmanlı tarihini kapsayan *Tarih-i Cevdet*, Türkçe yazılmış ilk modern tarih kitabıdır. Keza Ahmet Cevdet Paşa tarafından Türkçeye çevrilip

1860'ta basılan *Mukaddime (İbn-i Haldun)* bir dil ve kültür faaliyetidir (https://tr.wikipedia.org/wiki/Enc%C3%BCmen-i_Dani%C5%9F; erişim tarihi: 31.01.2021).

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

- 2) *Cemiyet-i İlmiye-i Osmaniye* adında derneksel bir yapının doğuşuna vesile olmuştur. Günümüzdeki derneksel yapılar ve uygulamalarıyla karşılaştırıldığında bilimsel, tarafsız, nesnel ve öngörülü bir oluşum olarak dikkat çekmektedir. Zira zamanın politik konuları ve sorunları ile ilgilenilmemesi, Türkçenin “cemiyet”in dili olması, üye seçiminde din ve milliyet farkı gözetenilmemesi, üyelerin Türkçe dışında Arapça veya Farsçadan birini iyi bilmesinin yanında Avrupa dillerinden birini (Fransızca, Almanca, İngilizce, İtalyanca, Rumca) de bilmesi beklenmekteydi. *Cemiyet-i İlmiye-i Osmaniye* ayrıca bir darülfünun (Avrupa’dakilere benzer bir üniversite) kurulmasıyla ilgili her türlü hazırlığı yürütme görevini üstlenmiş, ayrıca başta dil, edebiyat ve felsefe olmak üzere değişik bilim alanlarına yönelik yayınlar yapan *Mecmua-ı Fünûn* dergisini yayın hayatına sokmuştur (Bak. Akgün 2009).

Bilim ve uluslaşma yolunda atılan ilk kurumsal adım *Encümen-i Daniş* ve onun uzantısı sayılabilecek *Cemiyet-i İlmiye-i Osmaniye* olsa da,

- 3) II. Meşrutiyet’in ilanından sonra 1908 yılında İstanbul’da kurulan *Türk Derneği* ilk ulusçu dil derneği olarak kabul edilir. Bu derneği
- 4) *Türk Yurdu Cemiyeti* (1911) ve
- 5) *Türk Ocağı* (1912) izler. Bu derneklerin tümü Türk kültürünün, dilinin, edebiyatının ve tarihinin korunması, geliştirilmesi ve yayılması gibi Türkçü / ulusçu bir hedef güder (Bak. Türk Yurdu 2011).
- 6) Atatürk’ün talimatıyla 1932’de *Türk Dili Tetkik Cemiyeti* adıyla kurulan *Türk Dil Kurumu*’nun amacı “Türk dilinin öz güzelliğini ve zenginliğini meydana çıkarmak, onu yeryüzü dilleri arasında değerine yaraşır yüksekliğe erdirmek [...] Türk dili üzerinde araştırmalar yapmak, yaptırmak [ve] Türk dilinin güncel sorunlarıyla ilgilenecek çözüm yolları bulmak.” olarak özetlenebilir. TDK’nin kuruluşunda bu bilimsel nedenlerin yanında elbette ulusal dil-kültür bilinci ile birlik ve bütünlüğün sağlanması gibi siyasi ve sosyolojik olgular da büyük rol oynamıştır. TDK kuruluşundan 1983’te askeri vesayet

sonucu resmen kapanıncaya kadar Türk dilinin arılaştırılması için Fransızcadan, Arapçadan, İngilizceden, Farsçadan ve başka yabancı dillerden gelen sözcüklere Türkçe karşılıklar bularak bunların kullanılmasını özendirmiştir. Bunda başarılı olduğu da söylenebilir. 1983’ten sonra Başbakanlık’a bağlı resmi bir kurum haline gelen TDK, dil politikasını da değiştirmiştir. “Yabancı sözcük”ten sadece batı dillerinden gelen sözcükleri anlamıştır. 1983 öncesi TDK’nin misyonu *Dil Derneği* tarafından üstlenilmiştir (Balci 2004).

- 7) *Dil Derneği*, 12 Eylül 1980 darbesinin öncülüğünde 1983’te tüzel kişiliğine son verilen TDK’nin işlevini sürdürmek amacıyla 1987’de kurulmuştur. *Dil Derneği*’nin amacı, “Türkçenin özleşmesini, bütün bilim, teknik, sanat kavramlarını karşılayacak yolda gelişmesini devrimci bir anlayışla ve bilimsel yöntemleri uygulayarak sağlamaya çalışmak”tır.²⁰⁴
- 8) *Türkiye Dil ve Edebiyat Derneği*, dönemin TBMM Başkanı B. Arınç’ın öncülüğünde 2008’de bazı milletvekilleri, belediye başkanları ve bürokratlar tarafından kurulmuştur. *Derneğin amacı*, “toplumda dil bilincinin yerleşmesi ve gelişmesini sağlayacak faaliyetlerde bulunmak, Türkçenin doğru kullanılması, edebiyatımızın gelişmesi ve zenginleşmesini sağlayacak çalışma ve hizmetleri yaygınlaştırmak amacıyla çalışmalar yapan kişi ve kuruluşlara destek vermektir. Alt yapısı müsait il ve ilçe merkezlerinde şube açmaya devam etmek” olarak belirlenmiştir.²⁰⁵ *Türkiye’nin 21 il/ilçesinde şubesi bulunmaktadır.*
- 9) 2008’de kurulan *Uluslararası Kültür Dil ve Edebiyat Derneği*, tüzüğünde belirtildiği üzere²⁰⁶ “Maddi ve manevi mirasımızın en temel unsurlarından Türk kültürünü, Türk dilini, Türk edebiyatını, sanatını korumak, yaşatmak; ulusal ve uluslararası düzeyde Türkiye’nin ve Türk milletine has değerlerin tanınması sağlamak, 2. Uluslararası düzeyde kültür, dil, edebiyat ve sanat yoluyla yerel ile küresel, geleneksel ile modern değerler arasında sürekli ve kalıcı bir etkileşim sağlamak, 3. Türk dilinin doğru, etkili, güzel

²⁰⁴ <http://www.dilderneği.org.tr/TR,3/amac.html> (Erişim tarihi: 05.02.2021).

²⁰⁵ <https://www.tded.org.tr/> (Erişim tarihi: 05.02.2021).

²⁰⁶ <http://www.ukde.org.tr/images/tuzuk-pdf.pdf> (Erişim tarihi: 05.02.2021).

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

- kullanılması ve yabancı dil olarak öğretimi konusunda bilimsel çalışmalar yapmak amacıyla kurulmuştur.” Bünyesinde *Yabancılar Türkçe Öğretimi* birimi de vardır.
- 10) 2014 yılında İstanbul’da kurulan *Uluslararası Dil ve Çeviri Hizmetleri Derneği*’nin “amacı çevirmen olarak çalışanların bir araya gelmesiyle mesleğin ülke çapında tanıtımını sağlamak, çalışma koşulları ve meslek kuralları konusunda uluslararası standartlara uygun ilkeleri yerleştirmektir.”²⁰⁷
- 11) 2015’te kurulan *Türk Dili Derneği*’nin amacı, “tarihî veya çağdaş Türk dil ve ağızlarını korumak, yaşatmak, dilbilimsel ölçütler ışığında araştırmak ve araştırma ortamına katkıda bulunmak ... bu amaçlar doğrultusunda hem üyelerine hem de Türk Ulusu kamuoyuna gerekli koşul ve olanakları sağlamak” olarak açıklanmıştır.²⁰⁸
- 12) Dernek faaliyeti olmasa da, MEB’in farklı paydaşlarla sürdürdüğü projeler olması açısından Türkçenin iletişim-egitim-öğretimdeki yerinin sağlanması açısından yararlı bazı projeleri bu bağlamda anmamız gerekir: a) *Suriyeli Çocukların Türk Eğitim Sistemine Entegrasyonunun Desteklenmesi Projesi / PICTES*, MEB ile AB Türkiye Delegasyonu arasında «Türkiye’deki Mülteciler için Mali Yardım Programı» anlaşması çerçevesinde gerçekleşmektedir; b) Mülteci Çocuklar için Şartlı Eğitim Yardımı Programı (Conditional Cash Transfer for Education, CCTE); c) MEB Hayat Boyu Öğrenme Genel Müdürlüğü Sosyal Ortaklar ve Projeler Dairesi ile BM Mülteciler Yüksek Komiserliği (UNHCR) işbirliğinde yürütülen *Türkiye’de Geçici Koruma Kapsamında Olan Suriyelilerin Türkçe Dil Öğrenimine ve Meslekî Eğitime Erişiminin Arttırılması Projesi* (Bak. Komşuoğlu Çıtıptıoğlu 2019: 96).

Türk dilinin korunması, geliştirilmesi ve bilimsel açıdan incelenmesi amacı güden bu faaliyetlerin / kurumların / derneklerin yanında 120 üniversiteye bağlı en az birer dil öğretim merkezi (TÖMER, DİLMER vs.) vardır. Bildiğimiz kadarıyla en eskisi 1984’te Ankara Üniversitesi’nce kurulan TÖMER, başka kentlerde 10 şube açmıştır.²⁰⁹ Her ne kadar bazıları göçmenlere

Türkçe öğretmek gibi sosyal bir görev üstlense de, bu merkezleri yukarıda incelediğimiz derneklerle karşılaştırmak mümkün değildir. Çünkü temel amaçları Türkçe dil kursları düzenlemek olup faaliyetleri ticari ağırlıklıdır. Hatta Ankara Üniversitesi TÖMER Türkçenin dışında Almanca, İngilizce, Arapça, İspanyolca, Rusça, Fransızca, İtalyanca, Japonca, Yunanca, Korece, Çince Bulgarca ve işaret dili kursları vermektedir.

Bunların dışında bilimsel dil çalışmaları yapma ya da yapanları teşvik etme amacı gütmeyen, özellikle yabancı dil kursları veren sayısız dernek vardır: Türk Alman Kültür Eğitim Merkezi Derneği (TAKEM), Adana Alliance Française Kültür Derneği, İzmir Soljenitsin Rus Dili ve Kültürü Derneği, Türk İngiliz Kültür Derneği, Sığınmacılar ve Göçmenlerle Dayanışma Derneği, Adıge (Çerkes) Dili ve Edebiyatı Derneği, İspanyol Kültür Derneği, İstanbul Kafkas Kültür Derneği, Zaza Dil ve Kültür Derneği...

T. C. İçişleri Bakanlığı Sivil Toplumla İlişkiler Genel Müdürlüğü’nün sayfasından²¹⁰ alınan aşağıdaki tablodan anlaşılacağı üzere Türkiye’de binlerce aktif ya da pasif kültür/egitim/değerler/sanat derneği vardır. Adında “kültür” olan dernekler genelde hemşehri dernekleridir:

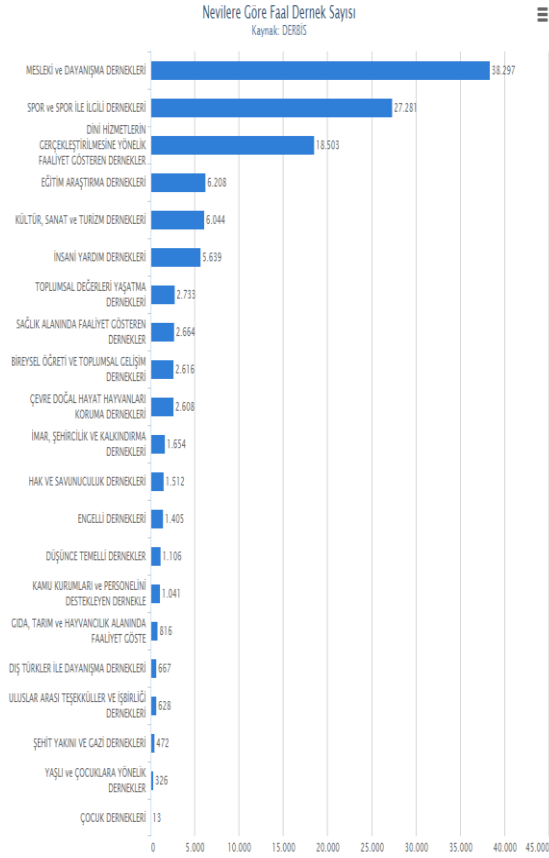
²⁰⁷ <https://www.udiced.org/hakkimizda/> (Erişim tarihi: 05.02.2021).

²⁰⁸ <http://turkdilidernegi.org.tr/dernek/> (Erişim tarihi: 05.02.2021).

²⁰⁹ http://www.dilbilimi.net/tomer_ve_dil_merkezleri.html (Erişim tarihi: 05.02.2021).

²¹⁰ <https://www.siviltoplum.gov.tr/derneklerin-faaliyet-alanlarına-gore-dagilimi> (Erişim tarihi: 25.02.2021).

International Conference on Social Sciences and Humanities (IBU-ICSSH21)



Tüzüklerinde farklı bilgiler yer alsa da, bu derneklerin amacı ne dil-kültür araştırmaları yapmak ne de dil kursları düzenlemektir. En önemli işlevleri hemşehrilere arasındaki dayanışma / yardımlaşma ruhunu ve yerel kültürlerini korumaktır. Siyasi arenada lobicilik yapmak da bu misyonun önemli bir parçasıdır.

41 Sonuç

Dilin geliştirilmesine ve yabancı etkilerden korunmasına yönelik çalışmalar 17. Yüzyıldan bu yana Almancada *Spracharbeit* (dil çalışması), *Sprachreinigung* (dili arılaştırma) ve *Sprachpflege* (dili geliştirme) diye adlandırılmıştır. Hangi adlandırma olursa olsun, temel amaç her zaman dili arılaştırma (Purismus), yani yabancı sözcüklere karşı mücadele

olmuştur. Türkçede ise *arılaştırma* ya da *sadeleştirme* kavramları kullanılmıştır.

Dile siyasi açıdan yaklaşıldığı ve ideoloji karıştırıldığı sürece dil üzerine bilimsel tartışma yapmak zorlaşmakta, hatta olanaksız hale gelmektedir. Nitekim Türkiye’de dil tartışmalarında belirleyici unsur genellikle siyasi bakış açısı olmuştur. 1950’de DP iktidara gelir gelmez dile müdahale başlamış, *arılaştırma* yerine bazen tam bir geriye dönüş, bazen de *sadeleştirme* benimsenmiştir. DP öncelikle Anayasanın dilini eski durumuna getirir. *Türkiye Muallimler Birliği* Başkanı F. Kadri Timurtaş 1968’de “dilde sadeleşmeye, özleşmeye taraftar olduklarını, ancak bunun ölçülü şekilde ve yaşayan dilden uzaklaşmadan yapılması gerektiğini, Muallimler Birliği’nin dilde uydurmacılığa şiddetle karşı olduğunu ... Kurum[un] Atatürk’ün yolundan ayrılmış, uydurmacıların eline geçmiş” (Akalin 2012) olduğunu belirtir.²¹¹

Türkiye’de dil(bilim)sel tartışmalar sürekli *eski dilciler* ile *yeni dilciler* atışması ekseninde süregelmiştir (Eren 1989; Balcı 1991). 19. Yüzyılın sonlarında bile bu tartışmaları o kadar rayından çıkaranlar vardı ki, bu bakış bilim hayatı bir yana günlük hayatta da insanlıktan uzaktır. Örneğin Ebüzziya Tevfik 1898’deki bir yazısında Türkçe sözcük kullananların dilini kesmekten söz etmiş, "Bugün her kelime-i Arabiyye yerine bir kelime-i Türkiyye ikâme etmek isteyenler, düşünmüyorlar mı ki böyle bir teşebbüs bizim için din, mezhep, iman, namus hamiyet, gayret, iffet, ismet gibi sıfatın cümlesinden teccerrüd etmedikçe mümkün değildir" (Akarsu 1983: 57) demiştir. Bu söylemle Türkçe sözcükleri tercih eden herkesin namusuna ve dinine hakaret edilmektedir.

Şüphesiz Almanya’da da dil tartışmalarında siyasetin rolü vardır, ama Türkiye’deki kadar belirgin ya da keskin değildir. Örneğin Almancayı arılaştırma / yabancı dillerin etkisinden kurtarma amacı güden derneklere karşı mücadele etmek için muhafazakâr dil dernekleri kurulmamıştır.²¹² Oysa Türkiye’de bu amaçla kimi kurum ya da dergiden söz etmek mümkündür.

Türk Dil Kurumu’nun kuruluşundan 12 Eylül 1980 askeri darbesine kadar Türkçeyi arılaştırma çalışmalarının çok yoğun olduğu görülür. Bu amaçla yabancı sözcüklere karşılık, halk dilinden derleme veya

²¹¹ Dilin arılaştırılmasına ya da sadeleştirilmesine karşı çıkanlar, mevcut ek ve köklerle oluşturulan her yeni sözcüğü uydurma diye niteliyordu. İşin ilginç olan yanı şudur ki, muhafazakârlar özleştirme/arılaştırma çalışmalarını karalamak ve küçük düşürmek için gerçekten akla mantığa ters gelen *oturkaçlı götürgeç*, *sosyal otlangaç* gibi saçma sözcükler uydurmuşlardır.

²¹² 2006’da İsviçre’de kurulan *Schweizer Orthographische Konferenz* (SOK), 1996’da başlatılan yazım reformu (Rechtschreibreform) ile bozulan dil bütünlüğüne ve karmaşasına karşı mücadele etmek için kurulmuş olup dili arılaştırmaya ya da yabancı sözcüklerle mücadeleye karşı değildir.

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

mevcut köklerden türetme yoluyla on binlerce Türkçe sözcük üretilmiştir. Bunların büyük bir bölümü tutmuş ve günümüzde – eskiden karşı çıkanlar tarafından da – kullanılmaktadır. Bazı sözcükler anlam kayması geçirmiş, az bir bölümü ise tutmamıştır (örneğin “betik, ırlam, kamutay”).

Eskiden olduğu gibi günümüzde de dil derneklerinin en önemli faaliyet alanı, yabancı olarak görülen ve özkültür üzerinde baskı ve tehdit oluşturulduğu varsayılan dilsel unsurlara karşı– ki genellikle sözcükler söz konusudur – mücadele olmuştur. Bu açıdan bakıldığında özellikle İngilizceden gelen sözcükler öne çıkmaktadır. Bütün dil derneklerinin ortak noktası İngilizceden dilimize gelen ve Türkçeyi kirlettiğine inanılan sözcüklere karşı verilen mücadeledir. Ancak Türkiye’deki bazı dil dernekleri yalnız İngilizceden değil, Arapça ve Farsçadan gelen sözcükleri de mücadele edilmesi gereken unsurlar olarak görmektedir (Balcı 2000). Zaten politikanın devreye girdiği yer bu nokta olmaktadır. Zira muhafazakâr dernekler Arapça ve Farsça sözcüklerle mücadele etmenin aslında Türk ve İslam kültürüne karşı mücadele etmekle aynı olduğunu, bu şekilde vatandaşların Türk – İslam kültür ve medeniyetinden uzaklaştırılmak istendiğini savunmuşlardır.

İngilizcenin yalnız Türkçe ya da Almanca üzerinde değil, dünyanın bütün dilleri üzerinde karşı konulamayan büyük bir baskısı vardır. Yeni bir kavram söz konusu ise İngilizceden sözcük almaya kimse karşı çıkmaz; zira zamanla buna karşılık oluşturulabilir. Ancak İngilizce sözcük kullanmanın olumsuz küreselleşmenin sonucunda ortaya çıkan bir özenti olduğu, Türkçesi/Almancası varken İngilizcesini kullanmanın bilimle ya da akılla açıklanamayacağını söylemeliyiz. Bilim dili olma özelliği İngilizcenin tekelinde değildir. İngilizce gibi Türkçe de, Almanca da bilim dili olma yeterliğine sahiptir; kavram yetersizliği görülen yerlerde çeviriden yararlanılabilir. Orta-/yükseköğrenim kurumlarında İngilizcenin yeğlenmesi gibi şeklindeki çarpık tutum da bu söylem çerçevesinde değerlendirilmelidir (Balcı & Akbulut 1997; Balcı & Balcı 2004; Balcı 2013; Koreik 2020). Muhr’un da (2002: 10) belirttiği gibi bu hegemonyanın belki çok küçük bir kısmı dilbilimsel yöntemlerle çözülebilir. Yasa, yönetmelik veya benzeri yasaklayıcı ve yönlendirici düzenlemelerle de bu sorunun çözülmesi olası görülmemektedir. Çünkü Türkçenin başka dillerin baskısından kurtulması için siyasi algılardan uzak,

yüksek bir Türkçe bilinci gereklidir. Özellikle 1990 öncesi ile karşılaştırıldığında, Türkçeye yönelik siyasi bakış açısı her ne kadar günümüzde hafiflemiş olsa da, özünde ayrıştırmacı eylem ve söylemlerin egemen olduğu koşullarda dile nesnel bakmak ne yazık ki kolay olamayacaktır.

Almanya ve Türkiye’deki dil tartışmalarında siyasetin dile bakış açısı tam terstir. Yani Almanya’da muhafazakâr / sağ kesim (hatta açık ya da örtük Hitler’e sempaticilerini gösterenlerin) Almancayı arılaşdırmak ve yabancı dillerin etkisinden kurtarmak için büyük çaba harcarken, Türkiye’de aynı işlevi muhafazakâr olmayan çevreler üstlenmektedir.²¹³ Türkiye’de muhafazakârlar *yabancı sözcük* deyince neredeyse sadece Avrupa dillerinden gelen sözcükleri anlamakta, anlaşılma ve kullanılma düzeyi ne olursa olsun özellikle Arapçadan gelen sözcükleri *yabancı* diye nitelenmemektedir (Balcı 2000). Arapçadan veya Farsçadan Türkçeye yeni sözcükler gelmediği ve bu dillerden gelen sözcüklerin artık Türkçenin sökülüp atılmayacak bir parçası – yani *ödinçleme* (Lehnwort) – olduğu için bu bakış açısı günümüzde makul sayılabilir. Ancak bu bakış tarzı eskiden de böyle olduğu için bir çelişki görülmektedir.

Türkçenin yabancı dillerin istilasından kurtarılması yalnız bilim insanlarının değil, özel ve tüzel her kurum, kuruluş veya kişinin görevidir.²¹⁴ Almancada *Denglisch*, Türkçede *Türkilizce* ya da *plaza dili* diye nitelenen bu kırma dil kullanımı ile dikkat çekmek isteyenler bu komplekslerini yenmedikçe anadillerine zarar vereceklerdir. Unutulmamalıdır ki kullanılmayan bir sözcük zamanla ölür. Sözcükle beraber taşıdığı kültürel değer de yok olur. Kültürel değerlerini yitiren bir ulusun varlığını sürdürmesi zor olur.

Devlet dile müdahale eder mi? Eder! Dili kendi haline (güya doğal gelişimine) bırakmak, bir tarlayı sürmeden, yabancı otlardan arındırmadan, gübrelemeden, toprağını sürmeden, sulamadan kendi haline bırakıp ürün beklemeye benzer. Dünyanın her yanında devletler dillerini korumak ve geliştirmek için müdahale etmek zorundadır. Tanzimat’tan Türkiye Cumhuriyeti’nin kuruluşuna, 1932’de *Türk Dili Tetkik Cemiyeti*’nin (*Türk Dil Kurumu*’nun) kuruluşundan bugünkü TDK’ye kadar bütün kurumlar dile müdahale etmiştir. Hatta bu müdahale sonucunda 1985’te *Yayın ve Yazışmalarda Kullanılacak Dil* genelgesiyle “derslik, dize, doğal, görsel, olanak, öykü, ruhsal, ulus, yanıt” vb. 202 sözcük

²¹³ Bu ifadeyle Almanya’daki aşırı sağ ile Türkiye’deki liberal/sol arasında bir koşutluk kurmak söz konusu değildir. Burada bazı Alman dilcilerin dil bilinci oluşturmada ve özkültürü öne çıkarmada ırkçı söylemlere vurgu yapmasının yanlışlığını anlamak gerekir.

²¹⁴ Bülent Eczacıbaşı ve Gülse Birsell’in duyarlılığı buna örnek verilebilir (<https://www.hurriyet.com.tr/yazarlar/ayse-arman/turkce-yikiliyooooooo-40289417> (Erişim tarihi: 06.02.2021)).

devlet tarafından yasaklanmıştır. Elbette yasaklarla, içi boş hamasi ırkçı söylemlerle dil korunmaz ve gelişmez. Önemli olan şey dile bilimsel açıdan yaklaşımdır.

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Political Sciences

A CRITICAL OVERVIEW OF THE CONNEECTION BETWEEN ELDERLY PEOPLE`S QUALITY OF LIFE AND THE USAGE OF TECHNOLOGY

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Abstract

This paper aims to argue, analyze and interpret data about that the introduction of the elderly people into the world of technology is the key for a healthy and prosperous life for this vulnerable category. The disparity between older people`s education and their transition into today`s modern world creates a gap that leads to social exclusion, inequality, stereotypes, poverty, psychological implications and low quality of life in old age. The main stake of this paper is how could digital age create a world free of discrimination and marginalization? How does technology help seniors live their lives more easily and be more involved and up to date in our digital society? What can we do to create educational and legal frameworks through public policies and unique procedures that will allow more elderly to have access to the digital world? The following is the essence of the paper: technology has the potential to assist and enhance the lives of people from many vulnerable groups, such as the elderly. Lastly, this paper proposes a brief exploratory analysis of the literature review and descriptive statistics about elderly`s life quality and the use of technology from a political, social, psychological and ethical point of view.

Key words: digital, education, elderly, technology, lifelong learning

1 Introduction

Humanity is facing one of the most serious problems in decades, namely demographic aging. According to Eurostat data, the European Union is characterized by a progressive aging of its population. The percentage of individuals aged 65 and more is expected to rise from 18.5% to 28.7% by 2080. These demographic shifts will flip the age pyramid on its head, posing a major threat to both the general population and the old themselves (VAJDA András, 2019). Economic development, employment and retirement patterns, family

functioning, governments' and communities' ability to provide enough resources for older people, and the frequency of chronic disease and disability can all be influenced by societal aging (National Institute of Aging , 2020). Demographic ageing indicates that the proportion of individuals of working age in the EU is decreasing while the number of older people is increasing. These trends are anticipated to have far-reaching consequences not just for people, but also for governments, businesses, and civil society, affecting health and social care systems, labor markets, public budget, and pension entitlements (Eurostat, 2020). The gap in education and transfer of elderly people into today's contemporary world creates a great divide that leads to social exclusion, inequality, stereotypes (the assumption that the elderly are limited), poverty, psychological consequences (mental illness), and a low quality of life in old age.

This article examines studies on technology usage in older individuals and its links to social integration, well-being, and life quality. The main question and hypothesis is how can technology improve the life quality of elderly people and is digitalization the key to improve elderly`s quality of life in order to all of these seniors be capable of making their lives simpler and lowering society's expenditures associated with the support of technology? Another important question we have to keep in mind is what type of digital services do Romanian home-living seniors over the age of 65 believe would be valuable in conjunction with their health care? The paper is divided into several parts. The section 1 presents general analysis and data, the most important information for the literature review about the current status of the problem of aging demography in EU, with the accent on Romania. The subsection 2 is presenting arguments about how the digitalization could help the elderly people to improve their life quality helped by the digital tools and the usage of technology. The relevance of technology is briefly discussed in this

part of the paper. Lastly, at the end of the article, the conclusions are summarizing the main ideas presented in this paper. I utilized the standard secondary research technique in order to gather, describe, compare, evaluate, and interpret all existing data such as official statistics, papers, books, market researchers, and formal records with the main goal of having a critical understanding of how technology may assist improve the quality of life of the elderly.

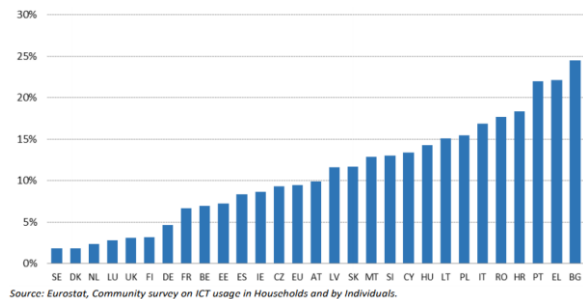
42 Technology, the Key for a Better Life

a. Think Big, Think Digital

According to official statistics, in the 2020-2050 year-old segment, even a doubling of the number of older people is expected at European, global and even Romanian level. All these changes bring with them numerous social, economic, medical, and political changes. The cohesion of people in a community and the quality of life of some groups of people have domino effects on the whole of society. The well-being of older people is influenced, and in turn, it influences the system of an entire state and a number of areas such as finance, psychosocial and even cultural sides. According to some United Nations reports there will be 727 million people aged 65+ in the world by 2025. Unfortunately, the number is expected to double by 2050, reaching 1.5 billion people. The proportion of the global population that is over the age of 65 is projected to rise from 9.3% in 2020 to 16% in 2050. By the mid-century mark, one of every six people on the planet would be 65 or older (United Nations, 2020). According to Eurostat, the population of the EU-27 is expected to peak at 449.3 million in 2026, then steadily fall to 416.1 million by 2100 (Eurostat, 2020), so the EU population is going to continue to age and this could be a problem in the near future. The main question that arise is how can we improve the elderly's life quality in this context? Winston Churchill famously stated in the mid-1940s, when trying to establish the United Nations after WWII, "Never let a good crisis go to waste" (OECD, 2019), therefore; we may infer that by addressing this issue, we may bring about new advancements and assistance for individuals, the elderly, and society. According to National Institute of Statistics, in Romania the population aged 65 and over has increased in 2018-2019, representing 18.5% of the total resident population (15.3% for men and 21.6% for women) (National Institute of Statistics, 2019). According to Romania Demographics Profile, the age structure of people over 65 years old in 2020 was 17.58% (male

1,516,472/female 2,228,555) (Index Mundi, 2020). We can observe Romania is critically placed on the last places with a huge number of non-users of internet. See the chart from below for more details about these statistics:

Table 1. People who never used the internet (percentage of individuals), 2019, (Eurostat source) where we can observe Romania is critically placed on the last places with a huge number of non-users of internet:



According to expert studies, one of the key reasons for older people to embrace technology and benefit from digitalization is their health, physically, socioemotionally, and mentally wellbeing. The ability to move (personal and goods transport), social life (maintaining touch and socializing), home life (safety, household chores, and consumerism), happiness (health and exercise), information and entertainment (to be informed and entertained) are the most important five key areas identified for seniors where technology and digital solutions may play a major role in improving life quality.

In the last years, Social Media has been an integral aspect of our daily lives. Now, there are 15 million internet users, 11 million active users on social media, and 26 million mobile connections in Romania. A huge percent of 92 of Romanians aged 6-64 have mobile phones, while 88% have Smart Phone, 97.6% of Romanians enter Facebook via mobile. Furthermore, Instagram has 3.7 million users, LinkedIn reached 2.8 million users in Romania, Romanians spends on average 7:21 hours using the Internet (telephone, mobile, TV) and 2:12 hours using Social Media (Kemp, 2020). In the last years, tools are being developed to improve the quality of life and careers of the elderly, such as technology that aids in the prevention of falls, the avoidance of mobility obstacles, the strengthening of the brain through social games, the monitoring of health from the couch, and the analysis of speech to assess brain health.

Furthermore, from the Ancient times, it is known a man cannot live isolated. The Greek philosopher Aristotle, around 300 B.C. said in his book *Politics* “Man is by nature a social animal (...) society is something that precedes the individual, man cannot live alone” (Aristotle, 350 B.C.E.). Elderly may not have a family or may be unable to obtain assistance from a specific individual at any time and in any circumstance. It can be a significant aid for people who have limited potential mobility or other constraints to which technology might provide a solution. Whether we are talking about shopping online, reading the latest news, watching a movie, listening to music on YouTube, having fun or a video call with grandchildren via WhatsApp, or being connected with a long-distance family on Facebook or Instagram, technology has the answer and resolution to many problems that older people face. All of this is just a few clicks away, and it is so simple and straightforward. In Japan, in 2018, a study was conducted in which a group of researchers proposed a robot employing artificial intelligence to allow interactive contact between older people and younger generations via Social Media. It could be utilized using voice commands that were pre-programmed with the appropriate ones, and the study proved successful (Toru Kobayashi, 2018). Romania has enormous potential; it is at the top of the rankings with one of the greatest internet connections, an elderly population, and a strong desire to link it to contemporary society in the digital era.

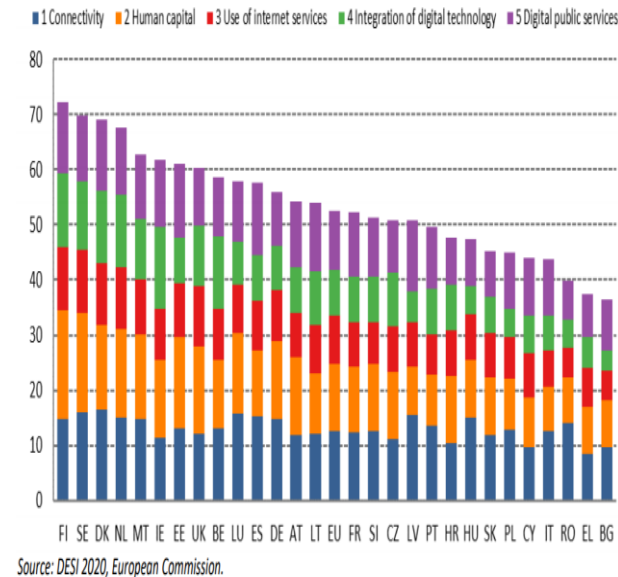
b. Getting Old in Style

Active aging is a relatively new notion that has emerged in recent years. This concept is stressed since there are still assumptions and biases in our culture that once a person retires; his or her life ends up. This, of course, is not the case. Unfortunately, people are regularly prejudiced against or shunned based on superficial and meaningless factors such as age, time, health state, or socioeconomic position. The solution to social exclusion is simple and based on the principle of lifelong learning. The World Health Organization argues it is a near association between physical and mental roles and self-government and social activity in the society for elderly. Therefore, participating in social interactions is an important part of healthy ageing (Centers for Disease Control and Prevention, 2020). Social and cultural events, volunteering activities, chess clubs, going to the library, playing games, reading necessary information, or being in a culinary group where ladies share cake recipes among themselves can be so meaningful and engaging for the elderly that they do not feel socially

excluded, alone, or marginalized. At the start of 2019, 74% of people aged 16 to 74 utilized the internet on a regular basis (Eurostat, 2020). This demonstrates that Romania is towards the top of many data sets, frequently being surpassed only by Bulgaria. One important question would be: why were analyses only performed until the age of 74? Furthermore, this shows that there is a significant shortage of Internet use and, by extension, technology, because the Internet is the first step, if we may say so theoretically, despite the fact that the Internet and digital gadgets are interlinked. Despite the fact that there is potential and resources, there is a lack of investment and depth in the subject. Recent professional studies have revealed that social isolation has a significant impact on the brain and human body. Isolated children, criminals, astronauts, people with health difficulties, and even elderly have been the focus of research demonstrating that social isolation can have serious effects for human health, psychically, brain damage, and mental integrity. Unfortunately, the effects of social isolation have been linked to the impacts of illnesses such as obesity and smoking, leading to an increase in the number of instances of Alzheimer's and suicide. Some of the negative implications include hypertension, schizophrenia, dementia, anxiety, depression, and nervous system issues (Centers for Disease Control and Prevention, 2020). The Covid-19 epidemic illustrated what a well organized, healthy, economically, medically, politically, and educationally sound state system entails. The Effects of COVID-19 among the elderly population were devastating. Mental and physical health among elderly people is badly impacted during the COVID-19 social distance (Loyola W. Sepúlveda, 2020). In healthcare, there has been a major movement into the digital realm. In many nations, telehealth, or the act of delivering healthcare digitally and remotely, has become routine (Jaarsveld, 2020). Numerous research, both worldwide and national in scope, has demonstrated that pandemic isolation of COVID-19 has a negative impact on the physical, emotional, and mental health of the host. Children, the elderly, and those with medical issues are the most vulnerable groups. According to the Digital Economic and Social Index (EC, 2020) the proportion of people with at least basic digital skills rose considerably from 55% in 2015 to 58% in 2019. The Netherlands and Finland are the EU's frontrunners, while Bulgaria and Romania are trailing. Another important aspect from DESI statistics is that over the previous four years, the level of digital skills has steadily increased, with 58% of people having at least basic digital skills, 33% having above basic digital abilities, and 61% having at least

basic software skills. Sociodemographic factors have a major effect on skill indicators. A major question is could the education level influences the abilities of using technology among the elderly? 82% of young adults (16-24), 85% of those with a high formal education, 68% of working or self-employed persons, and 87% of students have at least basic digital abilities. In comparison, just 35% of those aged 55-74, and 30% of the retired and inactive, have fundamental abilities. Another concerning statistics according to DESI are: Italy, Romania, and Bulgaria have the lowest human capital in 2019. In 2019, Romania is one of the least active users of internet services. People selling online: Cyprus, Romania, and Greece have the lowest performance (less than 5%) among EU Member States. As stated by DESI data, also in the last five years, Romania has made little progress in terms of digitalization. However, it has lately undertaken a number of projects in the DESI's many areas of oversight, with benefits expected in the coming years.

Table 2. DESI, 2020, based on 2019 data (EC, 2020):



c. The Power of Digitalization

Recent researchers believe that now is a good moment to develop and implement new technologies for long-term tele rehabilitation therapies based on sensors, information and communication technology, and artificial intelligence (Ciobanu, 2020). Furthermore, we can bring up the World Health Organization Project in our discussion. Based on the growing number of older people and the troubling predictions that this number will quadruple by 2050, the project has developed a set

of tools, including a wireless app, to aid health and social professionals in providing excellent services to the elderly. The WHO ICOPE Handbook App is a digital program that provides practical guidance on how to address priority problems such as movement difficulties, malnutrition, vision and hearing degeneration, cognitive impairment, suicidal symptoms, and social services and assistance (World Health Organization, 2019).

It is difficult to think that in a digital and modern technology-dominated world, there are still those who do not own a gadget or have an internet connection when there are self-vacuums, drones and robots headed to Mars, humanoid robots such as Sophia that, thanks to artificial intelligence, can freely converse with another person, comprehend, and portray even human emotions.

Unfortunately, there are some negative implications of utilizing social media, the internet, and digital technologies. Among all of them, we may highlight the negative conduct of others that can influence an elder person, cyberbullying, or the elderlies being overwhelmed by a large quantity of knowledge, or even one's own and personal limits: "I am too old, I cannot learn that, my time has passed". How can we assist the elderly in being connected? The Center debated a few steps and responses to concerns such as whether the elderly are ready for technology and how to assist these folks. Family members, friends, or an expert can facilitate access to technology. Giving them a gift, such as a gadget or online access through cable or a contract with a provider of internet network connections, is one of these activities (Senior Care Center, 2018). The most crucial part is to assist and educate them by providing emotional and knowledge assistance. To educate the elderly people how to use digital tools, the internet, and technology in general, as well as how to keep themselves secure, online safety, where the dangerous boundaries are, how to avoid signals and individuals who may have criminal intent, no location and house sharing information, and so on.

43 Conclusion

The use of technologies such as assistive technology and care robots has the potential to improve older people's ability to live freely and autonomously, as well as fully exercise their human rights on an equal footing with others. Robots and monitoring technologies have the potential to prevent abuse and mistreatment of older people in care settings while also providing improved insights into their health (Akinola, 2021). The EU Council approved conclusions on the human rights, participation, and well-being of older people in the

digital age, which provide significant hooks for future policy development at the EU and Member State levels.

This research examined the significance of technology in improving the lives of the elderly. As seen throughout this article, it is important to invest in technological advancement in order to provide access to as many people as possible, particularly vulnerable groups such as the elderly, with the ultimate objective of enhancing their quality of life. It is up to future study to demonstrate how technology is the answer for improving elderly's life quality and how the digital era is the bright future for the entire humankind.

Research limitations

The study may have certain drawbacks, such as the author's foreign language proficiency constraints. Moreover, inadequate resources and research cases, as well as an inappropriate strategy, might be limitations in the presented work.

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ETHICS AND POLITICS IN THE REPUBLIC OF NORTH MACEDONIA

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Abstract

One of the most contentious issues in North Macedonia public opinion is the correlation between politicians and ethical principles. The topic addressed in this paper comes as a result of ongoing political developments that raise dilemmas as to how much the behavior of politicians is in accordance with ethical principles. The idea of raising this issue is based on how politicians carry out their political activity, take responsibility for their public actions and how they behave towards the sovereign during the performance of their mandate, always bearing in mind that in a democratic state politicians need to be more transparent towards citizens.

The main dilemma that arises in this research is whether politicians in North Macedonia are guided by ethical principles.

In order to reach up to more concrete data, will be observed the political processes which have attracted the attention of the public opinion, where it has been expressed the relation between ethics and politics. Apart to the observation method, content analysis also will be used as a method, through which particular cases will be analyzed that contain the correct or incorrect behavior of politicians in the Republic of North Macedonia.

Keywords: morality, politics, ethics, communication, transparency, responsibility.

1 Introduction

Morality in politics is an issue which has become the topic of debate of many intellectual circles that each time has turned out to be divided by their attitudes. There are two groups of thinkers who stand out on this issue. Ones who affirm and defend the idea that politics can be moral and ethical and the second group denies that there can be something ethical in politics pointing out the fact that politics should be free from ethical constraints.

The central theme of this study is to address the behaviors of individuals who are involved in politics,

their relationship with citizens, as well as the actions they take in exercising their functions. The idea of this paper appeared as a result of numerous developments in the political scene of North Macedonia which have not always been in line with what is called good behavior.

The basic hypothesis of this study is that people who would adhere more to moral norms would provide better services to citizens. This seems ideal to be real because at the moment when events, occurrences and phenomena are analyzed in details it turns out that the philosophy of this maxim is impossible.

In order to verify this assumption in the content of this paper will be analyzed some concrete cases in North Macedonia where the political interest will face the kindness, correctness, responsibility and morality of the politician.

44 Relationship between Ethics and Politics

Since the ancient time the relationship between ethics and politics has been the topic of various discussions and debates. It should be noted that it is an topic that over the centuries and years, different scholars and currents of thought have been carrying out from different theoretical perspectives. (Prono, 2019:111) Plato wrote "The State" where he described in detail what a better citizen should look like, and then Aristotle shared the view that politics and ethics are necessary for each other. In fact, in ancient times politics was not understood without ethics since as Aristotle points out, both are part of "the philosophy of human nature." (Menchaca, 2012:45)

There were also those who saw ethics in politics completely different, such as Machiavelli, who for the prince (ruler) said there can be no other court except the results. So the Prince should have only one goal, how to preserve his state. Meanwhile any means used to achieve this goal will be considered as honest. (Chevallier; Guchet, 2001: 34)

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

Also Thomas Hobbes when he speaks of good says that it is relative and that the only moral virtue is justice and justice is obedience to the laws of the state. (Hobs 2000:14)

Unlike them later Max Weber shares the view that anyone who makes a deal with violent means for any purpose, and consequently any politician who does so will be subject to their own particular consequences. (Weber, 2004:203).

Gradually during the twentieth century, political parties were seen as institutions serving public policy purposes in relation to democracy. The emergence of this second perception of political parties as public institutions resulted over time in the introduction of laws, regulations, guidelines and reporting and enforcement mechanisms that aim to promote and enforce changing norms of responsible legal and ethical conduct. (Thomas, 2014:2)

In politics it is important that conflicts, interests and political diversity be addressed through transparent dialogue, without traps, without corruption, without bribery and without threats. Sabri Kiçmari also share the same opinion stressing that the lack of moral elements in politics creates space for moral anarchy and many unknowns and surprises in society. For this reason, according to Kiçmari, politics must constantly reconsider its relationship with morality aiming to establish a stable balance between morality and politics. (Kiçmari, <https://www.epokaere.com/politika-dhe-morali/>, [30.08.2021].) Politics should promote the highest human values which will also bring pleasure to the people. (CTE, 2006)

45 The Rights and Obligations of the Politician towards the Citizen

Politics is not philosophy but practice. It is not enough to specify policy in order to satisfy an ethical political vision. (Girardin, 2012:50)

Politics and ethics are linked by action. The politician acts. The politician has a duty to practice good and transparent politics because this is what the people expect from him. The people or the voters have the role of political corrector, if the politician is not at the right level then the people will punish him by not voting in the next elections (whenever they are).

According to Benoit Girardin, the author of the work "Ethics and Politics", there are several conditions, the

realization of which would ensure a fairer functioning of the state. Among them are distinguished:

- Equality, equal access to resources, information, influence or equal skills
- Fair distribution of common property, public, assets, services, etc.
- Same rules for all, impartiality
- Fair proportion between the gravity of crimes and their punishment
- Compliance with laws (Girardin, 2012:64)

If the implementation of these conditions would be the basis for a stable functioning of state bodies and institutions, then it can be said that the political structure in Northern Macedonia still has space to work on improving these conditions in order to have a transparent political approach. In the last part of this research paper will be elaborated concrete cases of functioning (not functioning) of fair and transparent politics in the country.

But before we move on to that part, we must single out another important moment which in a way even amnesties the politician for his bad behavior, this is confirmed by Paul G. Thomson while analyzing the codes of ethics in Canada, as he paraphrases: "Most of the time, most people involved in political parties are prepared to respect legal rules and ethical norms within the political community. (Thomas, 2014).

But what really happens?! The politician as an individual may be very prepared to serve the masses in the best possible way, but in exercising his function he must adapt to the subject he represents, he must adapt to the mentality of his fellow party members, he must adapt the cause that his party has in front of him and in this form the politician as a representative of the people can represent everything except what is really needed, namely the interest of the citizens. In this context, achieving a balance between moral principles on one hand and the realization of interests for the political party on the other hand, for a politician presents a challenge that even today is analyzed and researched by political science scholars. (Bilge, 2012:104)

46 Code of Ethics

When it comes to political parties and their communication, it should be noted that they also have a code of conduct with which they appear before the masses and try to convince voters to gain power. This way of using codes of ethics has its advantages and disadvantages as sometimes these codes can be unclear

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

to the voters and exactly these can influence the voters to make wrong choices.

The code of ethics for parties and other political participants would focus on the values, principles and norms that should guide the conduct of parties, leaders, elected representatives, candidates, staff and volunteers in the performance of their roles and duties while in office and during the electoral campaigns to gain such an office. (Thomas, 2014:11)

Codes of ethics are usually created within the political entity which are applied to politicians of the same entity but may also apply to activists who are actively involved in the realization of the interest of the entity they represent. The most negative aspect of creating codes of ethics in politics is the fact that politicians will restrict their actions and behaviors based on previous codes requested by their subject and in the campaign before the mass will appear with behavior coordinated by the subject itself but in fact, after the electoral process, the politician can detach himself from these codes of ethics and continue with his individual behavior which is not in harmony with the submitted codes.

47 Accountability

Every democratic state stands on the basic pillars of democracy where one of them is transparency which is achieved through accountability. What is expected from the politician in this case? He must be as transparent, fair and accurate as possible with the voters.

Accountability is accomplished by giving a public report on the work done within a certain timeframe. In this context, professor Servet Pellumbi in his book "Ethicocracy" emphasize that, "Living with integrity in a world of diversity like today, deserves to be considered a challenge for everyone. This requires humane and democratic society that values public dialogue as a goal for change, as the most preferred way to solve difficult issues of politics and education of the people." (Pëllumbi, 2013:292)

In the Republic of North Macedonia, there is a real stalemate in this regard, as there are few politicians who are transparent about their work and are accountable for any achievements or failures. There have often been situations when the opposition (no matter who is that) and the civil sector have demanded accountability from the government for not realizing their political platform, but there have been few cases when the ruling party has reasonably reflected in this relationship.

One such case worth mentioning is the non-membership of the Republic of North Macedonia in the European Union, which was closely followed by the citizens of this country. Precisely for this cause were also taken the initiative of changing the country's name from Republic of Macedonia, the Republic of North Macedonia in order to extinguish the dispute with Greece as a result of which the dispute had resulted in the establishment of a veto by Greece for our state.

In December 2020, when the citizens of North Macedonia were waiting for a green light from the European Union, another obstacle appeared, this time from the state of Bulgaria.

The neighboring country of Bulgaria vetoes the integration processes of our country, which blocks the integration processes for an indefinite period. (*Data retrieved from :www.nezavisen, mk*)

But, even for the sake of suspicion of one after another attempt to join the EU, none of the politicians who are the main actors in the integration process take responsibility and admit the failure to achieve the goal.

Therefore, it happens that the "defects" that accompany democracy, especially when it is in its first steps or in its unconsolidated stages, are seen as scary and experienced as trauma, while democracy itself is accompanied by crises of faith. (Pellumbi, 2013:54)

48 Case Studies

The condition of a country often depends on those who govern it, so it is important that their behavior is taken seriously

*** RESIGNATION AS A MORAL ACT**

Case I - On March 20, 2018, the Minister of Justice, Bilen Saliji for moral reasons has submitted his resignation from this post, Portalb.mk reports. (www.portalb.mk).

It was the re-qualification of Almir Aliu's case that prompted Minister Saliji to resign from the post of Minister of Justice.

He emphasized that this act shook the commitments for judicial reform, adding that from taking office until now he has managed to focus and realize the main points of the reform agenda and that the work of the judiciary is positively reflected in the case of Sopot and Monstra. (*Data retrieved from:www.vlada.mk, 06.05.2021*)

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

Case II - On October 15, 2019 in the Capital of the Republic of North Macedonia, the Deputy Minister of Health of North Macedonia, Asim Musa, resigned after being involved in a corruption scandal. Deputy Minister of Health Asim Musa was filmed by the investigative show 'Fiks Fare', taking a bribe, while he is in his duty as doctor at the hospital of Struga. (*Data retrieved from :www.almakos.com., 28.04.2021*)

Musa, as claimed by the show "Fiks Fare", demanded one thousand euros for surgery. Deputy Minister Musa stated that this was a "trap for spectacle purposes" by the collaborators of Fiks Fare, but nevertheless he decided to resign as a moral act. On the other hand, the Minister of Health Venko Filipce stated that everywhere there are penalties for such acts, while the prosecution in Struga has launched investigations.

Case III - 23 May 2019 SDSM MP, Pavle Bogoevski resigned after accusations of drug use. The member of the Committee, Nevenka Stojkovski requested that the agenda be supplemented with the item for confirming the violation of the Code of the Assembly by the Chairman of the Committee on Mandates and Immunities, Pavle Bogoevski (*Data retrieved from www.rtv21.tv, 03.05.2021*)

MP Pavle Bogoevski resigned after the scandal with the recording published from the telephone conversation. Despite claiming that Bogoevski ordered cocaine, he claimed to have ordered cannabis oil for a close friend of his, who is ill. (*Data retrieved from :www.koha.mk, 07.05.2021*)

Case IV - On April 14, 2021, involved in an affair for the sale and purchase of government software, Dragi Rashkovski, appointed secretary for monitoring and supporting institutions in the implementation of the government program in the Prime Minister's Office, resigned due to numerous reactions that arose in the public. (*Data retrieved from :www.vlada.mk, 26.04.2021*)

Opposition leader Hristijan Mickoski described this as a moral act after which he concluded that the entire government should resign. (*Data retrieved from www.dw.com.mk, 28.04.2021*).

*** PUBLIC OFFENSES AND EAVESDROPPING**

On February 9, 2015, the first audio recordings were released from the illegally intercepted conversations of about 26,000 citizens, which included: opposition, journalists, judges, prosecutors, businessmen, MPs,

ministers, academics, religious figures, non-governmental organizations. From February to June 2015, SDSM opposition leader Zoran Zaev held about 40 press conferences under the slogan "Truth about Macedonia", where illegal wiretaps by the Directorate of Security and Counterintelligence were published (UBK), an institution he called an eavesdropping monster. In the so-called "bombs" the public heard how the Government regulated and controlled a part of the media, how party hiring was done, how election fraud was negotiated, how judges were elected, how the name was negotiated, why the "Cosmos" was destroyed, how the government retaliated against political opponents, how vehicles and construction plots were purchased. (*Data retrieved from www.dw.com*).

Apart from corruption scandals and scams listed above in these interceptions were heard many different insults that should not be made either by physical persons less from legal entities.

In the wiretapped conversations released by the former Minister of Interior, Gordana Jankulovska is heard calling the Albanians 'shiptari', or her message that 'Albanians should be strangled'. Such insults are heard in conversations intercepted by other ministers, who in any case express derogatory names. Also in a wiretapped conversation between Interior Minister Jankulovska and Parliament Speaker Trajko Veljanovski, the latter called DUI MPs Indians. (*Data retrieved from :www.botasot.info, 06.06.2021*)

Such labels do not represent an ethical behavior and seriously affect the morality of the citizen. A democratic state that aims to protect the integrity of every citizen without violating his dignity must take action and sanction the misconduct of a politician.

Particular attention should be paid to establishing a clear distinction between ethical obligations and legal obligation, as this affects the approach to be followed in the process of implementing ethical behavior (normative, regulatory, guiding, use of "soft" law). ", etc.) (EUROSAT, 2017:8)

49 Conclusion

Morality and politics do not always go together. The politics challenges politicians during their duty to the extent that they relate to forget about liability and word.

In this paper we saw several different situations that explain the behavior of politicians in the Republic of North Macedonia. The cases we studied were different,

there were those who responsibly and honorably carried out their work and when they encountered incorrect realization they resigned for the same, paving the way for justice. There were also cases which have affected and insulted the citizens by not raising any conscience until the state as the highest institution took measures for the same.

Based on these facts we can conclude that a good man can become a good politician and vice versa. The politician must adhere to the codes and rules of ethics if he wants to govern within the framework of what is called right, good and moral. An effective politics can only be achieved if we have limitation of power (power), accountability and transparent policy.

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LEGITIMACY STRATEGIES FOR SOCIAL MOVEMENTS: AN ANALYSIS OF AL-HARRAH CASE

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Abstract

The Case of al-Harrah was a battle fought at al-Harrah on 26 Dhu al-Hijjah 63 H./26 August 683, near Medina. The battle was fought between the army of Yazid bin Muawiyah under the commandship of Muslim bin Uqba and the people of Medina under the leadership of Abdullah bin Hanzala, and several notable Sahabah, many of whom were killed in the battle. Finally the army of Yazid recaptured the city of Medina. Women from Quraysh and from Ansar were raped by Yazid's army and a lot of babies were born whose fathers were unknown, hence were named "children of Harrah". After the battle of Karbala, it is the second most infamous battle of Yazid, and known as one of the Umayyads' major crimes. The aim of this paper is to understand the legitimacy strategies of rebellions as social movements from the neo-institutionalism perspective. So, this study focuses on the social order, actors and relationships between various groups and their leaders in terms of legitimizing and delegitimizing each other. To understand the phenomenon, data will be collected from archival documents such as verses, hadiths, historical documents and texts, and analyzed by using qualitative technics.

1 Introduction

The concept of legitimacy was first defined by Weber (1918) as compliance with a set of rules by the actors as a necessity or as rules followed because they are thought to constitute an acceptable action. Parsons (1951) states that legitimacy is broad consensus about the appropriateness or acceptance of actions, beliefs, values, and norms; Suchman (1995: 574), on the other hand, argued that it can only be achieved by performing actions in accordance with socially established norms (Brown and Toyoki, 2013). Thus, it can be stated that legitimacy emerges as a result of isomorphic pressures to meet the expectations of the external stakeholders of the organization (Meyer and Rowan, 1977; Powell and DiMaggio, 1991; Sillince and Brown, 2009; Brown and Toyoki, 2013).

In the social system of which organizations are a part, if there is a mismatch between social values, their activities and acceptable behavioral norms, there may be a threat to organizational legitimacy and this situation may be shaped by legal, economic and other social sanctions (Dowling and Pfeffer, 1975: 122). If an initiative encounters a loss due to shifts in collective expectations, such as a shake-up towards legitimacy (Garud et al., 2014: 7), stakeholders might withdraw their support (Hirsh and Andrew, 1984: 173-174). Although limited attention is drawn to the effect of loss of legitimacy on organizational death in the organizational literature, it can still be argued that loss of legitimacy may play a role in experiencing sudden organizational deaths (Hamilton, 2006: 332). In this sense, accusing organizations of committing wrongful acts often causes them to encounter a crisis of social legitimacy, and the most basic indicator of this is the rise of social opposition. In the literature review conducted within the scope of legitimacy; It has been determined that the general tendency of researchers is to determine the sources and types of legitimacy, and since it has been concluded that there has not been much study on how organizations act in situations conceptualized as a legitimacy crisis where they face loss of legitimacy, the current study will close this gap and contribute to the relevant literature on its own scale.

2 Theoretical Background

Deephouse and Suchman (2008) state that legitimacy is a central concept in organizational institutionalism and goes back to the birth of organizational theory. While the increase in research on legitimacy has been very slow for most of the last century and has been divided into several different social science literatures, since 1995 the new literature, mostly theoretical studies, has grown rapidly (Deephouse and Suchman, 2008: 49). While legitimacy is expressed as the conformity of organizations to ethical criteria from a philosophical point of view, organizations are evaluated as "de facto" legitimized in cases where the maximization of organizational interests is socially accepted from an economic point of view.

Legal theorists working on legitimacy, on the other hand, have created an environment in which legitimacy is obtained strictly from compliance with laws and regulations by focusing on the protection of interests and taking into account the relationship between the state, public administration and citizens (Mazza, 1999: 19-25). In his writings, Weber discussed the importance of social practice in line with the "maxims" or rules and argued that legitimacy can be the result of conformity with both general social norms and formal laws (Deephouse and Suchman, 2008: 50). In Weber's book *Economy and Society*, it is seen that he tries to draw the map of the meaning of political legitimacy by identifying the four orientations of social actions as; instrumentally rational, value rational, affectual and traditional, which reveal the links between social action and social order, and in parallel with this, the codes of reference (Mazza, 1999: 32).

Parsons (1951) stated that legitimacy emerges only when there is broad agreement about the appropriateness or acceptance of actions, beliefs, values, and norms. Later, researchers based on the fundamental work of Weber (1978) and Parson (1960) made legitimacy the mainstay of a much expanded theoretical tool of normative and cognitive forces that constrain, construct and strengthen organizational actors (Suchman, 1995: 571).

Maurer (1971) defined legitimacy as the process of justifying an organization's existence to peers or superiors. According to another definition, legitimacy is expressed as the generalized perception or assumption of appropriate actions within an organization's system of desirable or socially established norms (Suchman, 1995: 574). Organizations seek to establish a harmony between social values, their activities and acceptable behavioral norms within the broad social system of which they are a part, and it is possible to talk about organizational legitimacy when these two social systems are compatible (Dowling and Pfeffer, 1975: 122). Homans (1974), on the other hand, argued that legitimized regimes establish behavioral standards that determine/prohibit what should and should not be done (Brown & Toyoki, 2013). While the coexistence of the legitimacy process at the sociopolitical and cognitive level is the main research area of the new institutional theory, it is also possible to say that legitimacy, which is seen as a result of conforming to specific institutional features, is a result of institutionalization (Mazza, 1999: 45). In the view of the new institutionalists, legitimacy

also expresses the degree of cultural support for an organization (Meyer and Scott, 1983: 201).

Suchman (1995) states that organizations are obliged to face and manage three basic problems related to legitimacy: gaining legitimacy, maintaining legitimacy and repairing legitimacy. Strategies that organizations should follow to ensure legitimacy are classified as general, pragmatic, moral and cognitive according to the types of legitimacy (Suchman, 1995: 600):

3 Method

The aim of this paper is to understand the legitimacy strategies of rebellions as social movements from the neo-institutionalism perspective. So, this study focuses on the social order, actors and relationships between various groups and their leaders in terms of legitimizing and delegitimizing each other. To understand the phenomenon, data will be collected from archival documents such as verses, hadiths, historical documents and texts, and analyzed by using qualitative technics.

The frequent replacement of governors during the reign of Yazid I (680-683) increased the opposition of the Medinans to the Umayyad caliphate. The news that Yazid had fallen into delight disturbed the religious people. The fact that Abdullah bin Zubayr became the leader of the opposition in Mecca after Husayn's martyrdom posed a serious threat to the Umayyad power in the Hejaz. The opposition that started in Medina, on the other hand, had an economic dimension as well as a religious aspect, and this dimension dates back to the period of Yazid's father, Muawiya. Yazid bin Muawiya, who was informed about what was going on in Medina, wrote a letter threatening the people of the city and ordered the governor to read it in the mosque. However, the letter increased the anger of the public even more. Realizing that he could not get any results with the threat, Yazid tried to break the opposition movement by compromise and sent Nu'man bin Bashir, who was the only Ansari who had served in the Umayyad government. However, Nu'mân's proposals were not accepted and the people of Madinah took their opposition one step further and dismissed the governor and Yazid in his absence, and pledged allegiance to Abdullah bin Hanzale al-Gasil, one of the Ansar. When Yazid heard about the situation, he decided to send an army to the Hejaz; the real target would be Abdullah b Zubayr in Mecca, but the fire in Medina would be extinguished first. Muslim b Ukba was appointed head of the army (Küçükaşçı, 1997: 245).

When Muslim arrived to Medina's oasis, he set up camp on the harra. The Medinese had had enough time to build and construct a trench on the town's most vulnerable flank. When the three days of negotiating time provided by Muslim had expired, and a final call for unity had failed, a brutal fight ensued. The rebels won the fight at first, but the Medinese were defeated when Marwan got permission from the Banu Haritha to enter through their quarter with a detachment of horse and attack the trench defenders from behind. In pursuit of the fugitives into the town, the Syrians allowed themselves to be subjected to a heinous plunder that lasted three days and was allegedly approved by Yazid himself in the event that the army met resistance (Vaglieri, 1986: 227).

4 Conclusions

First of all, some people in Madinah didn't easily accept Yazid's caliphate since there was a belief that the right of being caliphate after Yazid's father Muawiyah was belonged to son of Ali bin Abu Talib forth chaliph of the Islamic State. But Muawiyah didn't bestow this right on Hussain, son of Ali, au contraria he tried to leave the caliphate position to his son Yazid. Depending on this, people of Manidah didn't eagerly accept Yazid's caliphate and didn't give him biat or allegiance. They then tried to rise against Yazid's caliphate in Damascus.

Since the beginning of Muawiyah's caliphate most of them actually were not peaceful and gratified under Umeyyah caliphate such as Muawiyah and his son Yazid since especially those caliphs tended to increase their own wealth by using state's resources. According to most of the historian, the very rationale of Harrah massacre is economic demands and expectations of people of Madinah. But some historians talked also about religious reasons for rising up. Because in the beginning of this process some prominent actors (e.g. Abdullah bin Hanzal) tried to talk to and negotiate with Yazid. Yazid summoned all of them and talked to them clearly for convincing them to break rising up. But when those mediators came back after meeting with Yazid they told that Yazid is not a complete believer, he drinks wine, he marries girls and at the same time their mothers, he has his own dogs and cats in his house.

Along with this a small numbers of authors put forth that there were also political rationales for uprising since some actors tended to achieve their own aims (e.g. Abdullah bin Zübeyr).

As it can be seen in those quotes there are different actors in uprising process and they differ from each

other depending on their own aims. First of all, and most important there are actors tended to realize their own economic expectations and demands. Second there are also actors tried to battle against Yazid's caliphate by depending on religious rationales. And finally there are also a small number of actors aimed at achieving their personal aims not public.

Most of the actors opposite to Yazid's caliphate tried to delegitimize Yazid and his position by using a discourse structured on a religious ground. Through this way they aimed at uprising of masses and pull them into their struggle so that they tried to overthrow Yazid. Along with this, a small amount people used an unjust suffering discourse in terms of their rights on some soils inherited from second caliph (Omer bin Hattab). They specifically talked about Yazid's unjust implementations on atiyye a type of social aid. Thus, they aimed at building and mobilizing public opinion against Yazid. Those attempts were for the aim to delegitimize Yazid as a caliph and remove him from caliphate.

Contrary to these, Yazid at first sight tried to persuade masses in Madinah by using a peaceful discourse by means of some mediators that are actually prominent actors in Arabic peninsula. But people of the Madinah didn't accept Yazid's offers. After that Yazid tended to threat all of them by using harsh words in a letter written to his Governor in Madinah. But interestingly masses were not affected by this letter. After that Yazid made a decision to use his army in fighting rebels and breaking rising up so that besieging and seizing Madinah.

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HOW TO MAINTAIN RELIGIO-INSTITUTIONS: THE CASE OF ALMS-TAX IN THE EARLY ISLAMIC STATE

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Abstract

Institutional maintenance as a critical question still indicates an attractive and untouched field for scholarly works although a little amount of scholars has tried to explain the process of maintenance in neo-institutional tenet. When taking into consideration religion and religio-institutions, the activity of institutional maintenance is more complicated and sophisticated since the field in this meaning has a divine character rather than mundane and/or abstract rather than concrete. By scrutinizing agentic efforts against rebellious activities from an (neo-)institutional theory perspective this study aims at exploring the process of maintaining religio-institutions particularly by using a qualitative inductive approach. In fact, institutional theorists accept religion -among others such as state, market, professions and family etc.- as an institutional sector which also produces strong institutional arrangements (e.g. halal, pray, zakat) in order first to provide and then to assure an earthly order, in turn a happy life after death to its proponents. Current study focuses on exploring the rationales, strategies of, and tools for maintaining religio-institutions by depending on a clear case -i.e. rebellion of Abu Nuwayra in an effort not to give alms and various attempts of Caliph (i.e. Abu Bakr) to maintain religio-institutional order. To this end, data have been collected from secondary data resources (i.e. archival documents such as verses, hadiths, historical documents and texts), and analysed by using qualitative data analysis technics.

1 Introduction

As brought forward by Lawrence and Suddaby (2006) in terms of actors that may interact with institutions and then mentioned by Battilana et al. (2009), it can be argued that actors who could be active not only in creation of institutions but also in maintaining and disrupting them may perform works different from their ordinary works under the name of institutional work as an activity for a certain purpose (Smets and Jarzabkowski, 2013). It is understood from this claims that such activities, which can only be fulfilled through undertaking an agency role and are conceptualized as

institutional work, are very vital in terms of structuring and maintaining the social order, as Chia and Holt (2009) suggest. If this is true, this study will likely contribute to the literature of institutional works for maintaining institutions, which, as Lawrence and Suddaby (2006) and Scott (2001) suggest, has not been studied enough, by dealing with institutional resistance as a strategic agentic attempts that also cover institutional works performed to maintain the institutions.

2 Theoretical Background

Lawrence and Suddaby (2006) dealt also with a highly controversial field in terms of institutional theory, with a thorough study they conducted in the context of institutional work concept. Accordingly, institutional work was introduced with reference to actors who are able to make active and strategic choice(s) beyond that at a time when institutional theorists have not yet solved the dilemma of institutional embeddedness in the context of institutional entrepreneur defined by DiMaggio (1988). In fact, it can be argued that this situation which caused Suddaby and Viale (2011) to be concerned of deviations from basic assumptions of institutional theory was subject to the warnings of Battilana et al. (2009) as it requires the process of researches in the difficult path between "rational choice theory of agency" and "structural determinism". Nevertheless, it seems quite plausible that institutional works, which were defined under the categories of creating, maintaining and disrupting institutions by Lawrence and Suddaby (2006) based on the concept of work but should be distinguished from daily tasks and activities according to Kaghan and Lounsbury (2011) and Smets and Jarzabkowski (2013), are performed by individuals (Suddaby, 2010).

Although some scholars (such as Clemens and Cook, 1999; Jepperson, 1991) argued that institutions are self-maintained durable structures, existence of individuals who represent institutions at micro level and enable them to stay alive by repeating actions, technology and

means seems necessary for maintaining those institutions (Powell and Colyvas, 2008). However, there is an important difference between repeating the existing institutions through actions, means and technologies and performing institutional works consciously or unconsciously for maintaining institutions in terms of agency orientation (Lawrence and Suddaby, 2006). In particular, there is passive acting/institutional compliance rather than individual agency in the first situation and an active individual, in other words an actor who can act strategically to maintain the institutional order in the second situation (DiMaggio, 1988; Lawrence and Suddaby, 2006; Oliver, 1991).

3 Method

This study aims to analyze institutional maintenance in the example of religio-institutions by focusing on giving alms-tax. Maintaining to institutions especially religio-institutions has not deeply been investigated, and broadly understood phenomenon heretofore. Thus, the main question of the research is designed and formulated to understand maintaining process for getting some insights and illuminating the process. In the end, this study facilitates understanding institutional maintenance in the example of religio-institutions with its actors, rationales and strategies (and tools).

The main question of the research in this context is “What are the rationales and strategies (and tools) for, maintaining religio-institutions?” In concert with the answer(s) of this question, it is expected to get some findings, relevant strategies and tools for actors in the field. To this end, Alms-tax issues, which had actually been first turmoil after prophet Muhammad (pbuh), were chosen as a case for analysis. The main reason of elaborating this case is its structure and well-known results.

While Muhammad was alive, almost all of the Arabian peninsula accepted his prophethood and converted to Islam or accepted Islamic rule. Yet there were also people made false prophecy claims, motivated by its success. Some of them started their activities towards the end of the life of the prophet and found courage from Muhammad's illness (Sarıçam & Fayda, 1999: 236). After Muhammad's death (June 8, 632), some Bedouin tribes declared that they would pray but would not pay alms-tax, and it expanded and turned into a rebellion (Fayda, 2008: 91).

It was Abu Bakr's stated intention to follow in all regard the policies and practices of Muhammad as a Khalifa. He adopted the official title of Successor or Vicegerent of the Messenger of God, Khalifa rasul Allah. Abu Bakr also explained his immediate demand that all Arab tribes pay him first beyat and in this direction for example give the Islamic alms-tax through his responsibility as the heir of Muhammad to obey the direction of the Prophet. In the year 630, the duty of Muslims to pay a daily annual tax instead of providing voluntary alms seems to have been initiated (Wilfred, 1997: 46).

Four false prophets and other rebel groups were fought in the Ridde wars. These four false prophets are al-Aswad al-Ansi in the Yemen, Musaylima among the tribe of Hanifa in the Yamama, Tulayha in the tribes of Asad and Ghatafan, and the prophetess Sadjah in the tribe of Tamim. The form of the ridda differed depending on local circumstances in each center; it involved the refusal to send taxes to Medina and to obey the agents sent by Medina. Ridda started in Yemen before the death of Muhammad. (Watt, 1986: 110; Fayda, 2008: 91-93).

Perhaps the most different period of the Rashidun period in terms of alms-tax is the Abu Bakr period. Because, in this period, alms-tax became the subject of war for purposes such as the recognition of the political authority of the state and the establishment of state security. When Abu Bakr came up with the idea of fighting those who do not give alms-tax, various Companions, especially Umar, did not lean towards this idea. When Umar stated that he did not find it appropriate to fight people who say “la ilaha illallah” and “perform prayers”, Abu Bakr stated that he would fight those who decoupled prayer from alms-tax and those who did not give alms-tax to the Prophet, and he defined this as a matter of the recognition of political authority. During the caliphate of Abu Bakr, it is seen that the practice of the Prophet period in matters such as the method of collecting alms-tax and assigning alms-tax officers. The most striking document regarding the period is the letter Abu Bakr sent to Bahrain to Enes bin Malik, which he appointed as alms-tax officer. At the beginning of this letter, Abu Bakr stated that the amounts written in the letter were determined by the Prophet himself, and then ordered those who were asked to give alms-tax as written here, and if they wanted something different from what is written here, not to give it (Duman, 2018: 68).

Malik served as his people's tax collector. When Muhammad died, he did not give the camels he had collected as sadaka to Medina, but instead returned them to his tribesmen (Landau-Tasseron, 1991: 267).

Later, when Halid b. Velid, who moved to Butâh, the homeland of the Tamîm tribe, could not find anyone there, he sent detachments to various parts of the region. One of these detachments caught Malik b. Nuwayrah and brought him to Halid. When Malik learned about the death of the Messenger of Allah, he returned the camels he collected as alms-tax to their owners, and said that if his tribe was not requested alms-tax, they could take place with the Qurayshi who would replace the Messenger of Allah and that these properties were their own rights. The Muslims who caught Malik disagreed about whether he was an apostate or not, after all, he was killed by the order of Halid b. Walid, who believed he was an apostate (Fayda, 2008: 92).

4 Conclusion

The Prophet's and his companions' missionary efforts were often crowned with success: many of Yamama's inhabitants adopted Islam, returned to their homeland, and spread Islam. In addition, in order to teach the new believers the principles of Islam, to reinforce their relations with Medina and to gather the alms-tax, the Prophet thoughtfully sent emissaries to the small Muslim communities in Yamama. Later, these groups helped Abu Bakr battle the ridda and became part and parcel of the political body of the Medina. The new converts were given full Muslim rights. In exchange for paying the jizya, the Jews, the Christians and the Zoroastrians were granted the status of Dhimmis. The alms-tax of the Muslims was sent to the Medina authorities, and the jizya of the Dhimmis. The Muslim alms-tax and the Dhimmis jizya were sent to the Medina authorities (Kister, 2002: 1).

In this study we found the strategies for maintaining religio-insrirutions as persuasion and coercion. And the tools are soft power, hard power. Its rationales are: concern on falling the state (khaliphate), fear of losing authority, fear of uprising of other tribes like this one (fear of increase of likely uprise. To decide how to use tools whether hard or soft should be a privilege for those actors such as khalipha who are allowed by religio-institutions for acting out of control of institutions to some extent.

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Psychology

SATISFACTION WITH DEMOCRACY AND SUBJECTIVE HEALTH IN ALBANIA

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Abstract

Scant research on satisfaction with democracy in post-socialist Albania has widely overlooked how it affects subjective health. The main purpose of this quantitative study was to examine association between satisfaction with democracy and subjective health controlling for gender, age, and education level. Using a final sample of 1137 participants taken from the Round 6 of the European Social Survey conducted in Albania in 2012-2013, results of simple and multiple ordinal regression analyzes showed that satisfaction with democracy made a significant contribution to subjective health after controlling for gender, age and education level. These findings have several implications for the Albanian government to prioritize subject health in policy agenda.

1 Introduction

Research of the last decades has shown that the concept of democracy is very contested (Quaranta, 2018) because it can be conceptualized in terms of “winning and loosing at election time” (Anderson, & Guillory, 1997, p. 66), or in terms of the system that guarantees citizens’ civil and political rights to participate in social and political life (Dahl, 1971). Scholars argue that democracies differ from autocracies in terms of representation (democracies are modeled as a rule of the poor or middle class) (Besley, & Kudamatsu, 2006), accountability (democracies are “more open to feedback” from a broad set of interest groups and “more willing to use that feedback for people’s benefit” (Ballyky et al, 2019, p. 1629), and the process of political selection (democracies apply strong mechanisms to select “competent and honest leaders to implement policy” (Besley, & Kudamatsu, 2006, p. 314).

It is known that “what democracy requires is that people are convinced that they are truly governing themselves” (Kohler-Koch, & Rittberger, 2007, p. 13). But complete consensus about the meaning of satisfaction with democracy is lacking even though the concept is widely employed in various surveys (Claassen, & Magalhães, 2021; Quaranta, & Martini, 2016). Following high

academic interest about people’s views on how democracy works (Martini, & Quaranta, 2014), it is understandable that democracy is a better system for health (Ballyky et al, 2019). Studies conducted in high-income countries have found a positive association between democracy and health at macro-level without assessing it at the individual level (Krueger et al., 2015).

Quite often subjective health is overlooked in the literature while its association with satisfaction with democracy is under-researched. The review of various single and cross-country studies indicates their limited focus on the relationship between satisfaction with democracy and objective measures of health mainly life satisfaction at birth, infant health, and child mortality (Ballyky et al., 2019). Little attention is given on their subjective measures. Under-studied relationship between satisfaction with democracy and subjective health in Western Balkan countries including Albania is understandable taking into consideration the scarcity of data and the low popularity of subjective health’s concept. Therefore, the main aim of this quantitative study was to explore the association between satisfaction with democracy and subjective health in Albania using data from the Round 6 of the European Social Survey (2012-2013).

The contribution of this study is twofold. First, it updates and broadens knowledge about the relationship between satisfaction with democracy and subjective health with a special reference to an under-studied country such as Albania. Second, it seeks to contribute to the debate about subjective health in transition economies by examining its relationship with satisfaction with democracy and various individual-level socio-demographic variables.

The reminder of this paper is structured as follows: The review of the existing literature on satisfaction with democracy and subjective health which this article contributes to is provided in the second part, while methods, measures, and data analytical plan are presented in the third part. Results are showed in the fourth part, while the fifth one is spent on discussions, implications, and study limitations.

50 Literature Review

2.1 Satisfaction with Democracy

Satisfaction with democracy is “seen as a byproduct of (dis)satisfaction with the government” (Kestilä-Kekkonen & Söderlund, 2017, p. 4). It indicates how responsive the system is in the eyes of the citizens (Morlino, 2011). Rational Choice Theories argue that the performance of the regime matters for people’s satisfaction with democracy that is why they seek to assess it by looking at its process, policy, and institutional structure (Norris, 2011).

Process performance perspective suggests that citizens’ informal evaluation about the way how their government performs reflect their expectations about democratic processes in their country. Thus, it predicts that rational choice citizens will be more satisfied with democracy when their government proves to be effective against the key indicators of democratic governance including transparent decision-making process (Norris, 2011). However, literature indicates that people’s capacities to make rational assessment depends on their awareness about democracy implying that those with little knowledge are less likely to do it (Norris, 2011).

The policy performance perspective tries to explain the dynamics of citizens’ confidence in government and their satisfaction with democracy by evaluating the overall policy of successive governments. It emphasizes the importance of public response to state’s capacity to deliver goods and services that people demand. Research shows that policy performance has been mainly conceptualized in economic terms. However, several salient non-economic aspects might be strongly related to satisfaction with democracy including welfare policies, health, and social services (Norris, 2011). Finally, the institutional structure perspective argues that constitutional arrangements, meaning the institutional design of the state, condition electoral winners and losers in any country. Therefore, satisfaction with democracy depends on the power-sharing arrangements and the rules of the game (Norris, 2011). At the individual level, this thesis predicts that electoral winners will be more satisfied with democracy compared with losers. At the macro-level, it expects to maximize satisfaction with democracy in countries where power-sharing regimes expand electoral winners (Norris, 2011).

Literature suggests that correlates of satisfaction with democracy have been debated over the years

(Christmann, 2017). At the individual level, the focus of this debate has been on individual experiences and socio-economic status. Research has found that satisfaction with democracy is not correlated with sex (Sirovátka et al., 2019); is positively correlated with education level and economic situation (Claassen, & Magalhães, 2021; Schäfer, 2013; Sirovátka et al., 2019); is negatively affected by perceived corruption and interpersonal violence (Claassen, & Magalhães, 2021). Literature is inconclusive about the relationship between satisfaction with democracy and age (Norris, 2011; Sirovátka et al., 2019). At the context level, satisfaction with democracy is correlated with economic performance (Cutler et al., 2013; PEW Research Center, 2020; Schäfer, 2013), the quality of governance and procedures (Christmann, 2017).

2.2 Subjective Health

The term ‘subjective health’ also known as ‘self-rated’ health (Doiron et al., 2015; Ocampo, 2010) or ‘self-evaluated’ health (Monden, 2014) indicates individuals’ assessment of their state of health based on their own view (Doiron et al., 2015; Gataūlinas, & Banceviča, 2014; Heo, & An, 2014). Some scholars have studied subjective health as an integral part of subjective wellbeing (Gataūlinas, & Banceviča, 2014; Mahárlouei et al., 2020). In this context, they found a positive relationship between subjective health and life satisfaction (Borisova, 2019) and quality of life (Grant et al., 2009). Healthy individuals self-reported better inter-personal relationships which were linked to positive mental health (Mahárlouei et al., 2020). Others have examined subjective health in the context of population-related health studies (Bombak, 2013) and found that it reflected existing diseases and health complaints (Van der Linde et al., 2013). It was correlated with dysfunction and the incidence of chronic disease (UI-Haq et al., 2014) and was a predictor of future morbidity (Lidström et al., 2017) and prospective mortality (Olgiati et al., 2012).

Literature suggests that socio-economic conditions and other demographic variables are correlated with subjective health. Studies have revealed that poor socio-economic conditions have a negative effect on subjective health because it was associated with depression and stress worsening individuals’ physical and subjective wellbeing (Huda et al., 2018). A range of studies have shown a negative association between subjective health and age (Borisova, 2019, Wang et al., 2020; Mahárlouei et al., 2020; Pinillos-Franco, & García-Prieto, 2017). In their large study with 64,814

individuals in the United States, Mahárlouei and colleagues (2020) found higher subjective health scores among young people compared to old ones. A large body of research has showed a positive association between subjective health and years of education (Borisova, 2019; Lampert et al., 2018; Mahárlouei et al., 2020). In their study with 12,418 adults aged 30-69 years in Korea, Kwon et al (2020) found that those who self-reported higher educational attainment were more likely to perceive themselves healthier compared to those with lower educational background. Other studies revealed that highly educated respondents self-reported lower morbidity rates (Pinillos-Franco, & Garcíá-Prieto, 2017).

Literature remains inconclusive about the relationship between subjective health and gender. Some studies have found higher subjective health scores among females (Mahárlouei et al., 2020; Xu et al., 2019; Wang et al., 2020), while others have showed higher ratings among males (Borisova, 2019; Chung, & Kim, 2015). In their study with 23,096 participants aged 18 years and above, Lampert and colleagues (2018) found that women self-reported slightly lower scores of ‘very good’ or ‘good’ health compared to men. Using data from the 2012 European Union statistics on living conditions with 14,120 participants from Spain, Pinillos-Franco, & Garcíá-Prieto (2017) revealed that self-rated health differences among men and women were only for less educated respondents while for highly educated ones this gap was not statistically significant.

2.3 The Present Study

Limited research conducted so far about satisfaction with democracy and subjective health in Central and Eastern Europe indicated a positive relationship between them (Borisova, 2019). But no study was found in the context of the transition countries of the Western Balkan region including Albania. Therefore the present study assessed the relationship between them in post-socialist Albania controlling for some demographic variables. Based on gaps identified in the existing literature and research, it addressed the following research question: Does satisfaction with democracy associate with subjective health in post-socialist Albania controlling for age, gender, and education level? It hypothesized that satisfaction with democracy will be positively associated with subjective health after controlling for age, gender, and education level.

51 Methods

3.1 Data and Participants

This study used secondary data taken from the Round 6 of the European Social Survey carried out in Albania in 2021-2013. The final sample consisted of 1137 participants aged 15-75 years. As showed in Table 1, more than half of them were female (54.5%). Most of them were young (aged 15-30 years) (31.9%), had attained high school (40.9%) and resided in rural areas (41.3%). More than half of the sampled participants were employed (51.7%).

Table 1: Sample Characteristics
Socio-demographic Characteristics of the Participants

Characteristics	<i>n</i>	%
Gender		
Female	620	54.5
Male	517	45.5
Age		
15 - 30 years old	363	31.9
31 - 45 years old	270	23.7
46 – 60 years old	285	25.1
61 - 75 years old	219	19.3
Education level		
No or primary education	116	10.3
Up to 8/9 years	411	36.4
High school	461	40.9
University and higher	140	12.4
Employment relation		
Employee	588	51.7
Self-employed	123	10.8
Working for own family	76	6.7
Not applicable	345	30.3
Place of residence		
A big city	296	26.2
Suburbs or outskirts of big city	130	11.5
Town or small city	226	20.0
Country village	467	41.3
Farm or home in countryside	12	1.1

3.2 Measures

Satisfaction with democracy (independent variable) was measured by a single item question “How satisfied are you with the way democracy works in [country]?” with 11 response categories ranging from 0 (extremely dissatisfied) to 10 (extremely satisfied) with unlabelled intermediate numbers. This measure has been used in other studies (Sirovátka et al., 2019) because it invites “an evaluative rather than a pure emotional response”

(Kuechler, 1991, p. 279). In this quantitative study, this measure produced a median value of 4.00.

Subjective health (dependent variable) was measured by a single item question “How is your health in general? Would you say it is...” with 5 response categories ranging from 1 (very good) to 5 (very bad). Thus, higher scores corresponded to poor perceptions of individual health. This measure has been used in other studies (Alvarez-Galvez, & Salvador-Carulla, 2013; Lampert et al., 2018) because it is valid and reliable (Fleche et al., 2012). In this study, this measure produced a median value of 2.00.

Control variables included gender that was a categorical one with two response categories (1 = male, 2 = female). Age was a continuous variable and its descriptive statistics showed ($N = 1137$, $M = 43.37$, $SD = 17.31$). Education level was a categorical variable with 14 response categories (1 = illiterate, 2 = primary school, 3 = 8/9 years of schooling diploma, 4 = general high school diploma, 5 = vocational high school certificate (2 years), 6 = vocational high school certificate (more than 2 years), 7 = non-university tertiary education, 8 = university diploma/bachelor, 9 = professional master, 10 = post-graduate diploma, 11 = master of arts, 12 = master of science, 13 = long-term specialization, 14 = doctoral degree).

3.3 Data Analysis

Data were analyzed through the Statistical Package for Social Sciences (SPSS), version 22. They were initially inspected for missing values and listwise deletion was applied since there were less than 5% missing values for each study variable (Enders, 2010). Univariate and bivariate analyses were conducted to explore their distributions and associations. Both study variables and control variables were dummy coded, recoded, and collapsed when needed. Thus, subjective health was reverse coded with higher scores indicating high subjective health. Gender was dummy coded. Education level was collapsed in four categories (1 = no or primary education, 2 = 8/9 years of schooling, 3 = high school, 4 = university degree and higher).

Data analysis followed four steps. The first step included Spearman rank order correlation analysis to assess the strength and direction of the association between satisfaction with democracy and subjective health (Morgan et al., 2013), while the second step included a simple ordinal regression analysis to examine the relationship between them (Norušis, 2007). Several analyses respectively, Chi-square tests, Pearson

correlation analyses, and Spearman rank order correlation analysis were conducted in the third step to examine the relationship between subjective health and control variables (age, gender, education level) (Morgan et al., 2013). Finally, in the fourth step, a multiple ordinal regression analysis was conducted to assess whether satisfaction with democracy was associated with subjective health controlling for age, gender, and education level (Almquist et al., 2014).

Both satisfaction with democracy and subjective health were ordinal variables. But scholars argue that ordinal independent variables with high number of response categories and not equally spaced items can be handled as continuous (Pasta, 2009). Therefore, satisfaction with democracy was treated as continuous variable in ordinal and multiple ordinal regression analyses conducted in this study.

52 Results

Descriptive statistics of this study showed that 23.2% of the respondents self-reported being extremely dissatisfied with the way how democracy works in Albania versus 5.1% who self-reported to be extremely satisfied; 25.3% of the respondents self-reported ‘very good’ or ‘good’ general health compared to 2.5% who self-reported ‘very bad’ and ‘bad’ health.

The main hypothesis of the present study, which stated that satisfaction with democracy is positively associated with subjective health controlling for age, gender, and education level, was tested. Results of the Spearman rank order correlation analysis indicated a small, positive and significant correlation between satisfaction with democracy and subjective health ($r_s = .11$, $p = .00$). Thus, participants who self-reported higher ratings of satisfaction with democracy tended to self-report higher scores of subjective health. As was expected, results of the simple ordinal regression analysis (Table 2) revealed that satisfaction with democracy made a significant contribution to subjective health ($Estimate = .08$, $SE = .02$, $Wald = 19.54$, $p = .00$). The model was a good fit but weak and explained 1.9% of the variance in subjective health scores, [$OR = 1.08$, $95\% CI(1.04, 1.23)$]. For every unit increase in satisfaction with democracy scores, subjective health increased by 1.08.

Several correlation analyses explored the relationship between subjective health and control variables. Results of the Chi-square test revealed a positive and statistically significant association between subjective health and gender, $\chi^2(4, N = 1135) = 15.71$, $p = .00$. Results of the Pearson correlation analysis indicated a

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negative, medium-sized, and statistically significant correlation between subjective health and age ($r = -.40$, $p = .00$). Results of the Spearman rank order analysis showed a positive but weak significant association between subjective health and education attainment ($r_s = .27$, $p = .00$). As expected, results of the multiple ordinal regression analysis (Table 3) showed that satisfaction with democracy was positively associated with subjective health (*Estimate* = .08, *SE* = .02, *Wald* = 18.74, $p = .00$). The model was a good fit and explained 24.4% of the variance in subjective health controlling for gender, age, and education level, [*OR* = 1.08, 95% *CI*(1.04, 1.23)].

All control variables made a significant contribution to the model. So, gender was negatively related to subjective health (*Estimate* = -.55, *SE* = .11, *Wald* = 23.16, $p = .00$), [*OR* = .58, 95% *CI*(.46, .71)]. Thus, females expressed lower subjective health than males. Age was also negatively related with subjective health

(*Estimate* = -.04, *SE* = .00, *Wald* = 139.29, $p = .00$) indicating an inverse relationship between them, [*OR* = .96, 95% *CI*(.95, .97)]. Thus, as people age their subjective health declines. Finally, education level was negatively associated with subjective health ratings. Respondents with low level of education respectively, no or primary education (*Estimate* = -1.54, *SE* = .26, *Wald* = 35.23, $p = .00$), 8/9 years of schooling (*Estimate* = -1.28, *SE* = .19, *Wald* = 45.29, $p = .00$) and high school (*Estimate* = -.70, *SE* = .19, *Wald* = 14.01, $p = .00$) reported lower subjective health than those with university degree and higher, [*OR* = .21, 95% *CI*(.13, .36)], [*OR* = .28, 95% *CI*(.19, .40)] and [*OR* = .50, 95% *CI*(.34, .72)].

Table 2

Results of Ordinal Regression Analysis for Satisfaction with Democracy and Subjective Health

		Estimate	Std. Error	Wald	p	95% Confidence Interval	
						Lower Bound	Upper Bound
Threshold	Health (very bad)	-3.45	.21	276.22	.00	-3.86	-3.04
	Health (bad)	-2.17	.13	291.14	.00	-2.42	-1.92
	Health (fair)	-.00	.09	.00	.99	-.18	.18
	Health (good)	1.41	.10	193.10	.00	1.21	1.61
Location	Satisfaction with democracy	.08	.02	19.54	.00	.04	.11

Link function: Logit.

Table 3

Results of Multiple Ordinal Regression Analysis for Satisfaction with Democracy and Subjective Health controlling for Age, Gender, and Education Level

		Estimate	Std. Error	Wald	p	95% Confidence Interval	
						Lower Bound	Upper Bound
Threshold	Health (very bad)	-6.97	.34	421.22	.00	-7.63	-6.30
	Health (bad)	-5.62	.29	366.22	.00	-6.20	-5.04
	Health (fair)	-3.12	.26	147.81	.00	-3.62	-2.61
	Health (good)	-1.43	.24	35.45	.00	-1.91	-.96
Location	Satis with democracy	.08	.02	18.75	.00	.04	.12
	Female	-.55	.11	23.16	.00	-.78	-.33
	Age	-.04	.00	139.29	.00	-.05	-.04

International Conference on Social Sciences and Humanities (IBU-ICSSH21)

No/primary education	-1.54	.26	35.23	.00	-2.05	-1.03
Up to 8/9 years	-1.28	.19	45.29	.00	-1.65	-.91
High school	-.70	.19	14.01	.00	-1.06	-.33
University and higher	0 ^a

Link function: Logit.

a. This parameter is set to zero because it is redundant.

53 Discussions, Implications, and Study Limitations

This study investigated whether satisfaction with democracy was associated with subjective health among a sample of 1137 participants aged 15-75 years taken from the Round 6 of the European Social Survey conducted in Albania in 2012-2013 controlling for age, gender, and education level. Research hypothesis was supported. Results of the simple and multiple ordinal regression analyzes revealed that estimated odds ratios favored a positive relationship between them. These findings resonate with study conducted by Borisova (2019) in Central and Eastern Europe which found that satisfaction with the way how democracy works in the country mattered for population's health implying better health gains.

Results of the multiple ordinal regression analysis controlling for age, gender, and education level confirmed gender differences in health ratings. As showed in previous research (Borisova, 2019, Chung & Kim, 2015; Lampert et al., 2018), this study found lower health ratings in women compared to men. These gender gaps in subjective health scores can be explained with societal and cultural factors that contribute to low status of women (including limited access to assets and resources, less economic opportunities, etc). Since men are socio-economically favored, they will gain more advantages and opportunities for improvement amplifying gender differences in health ratings (Ross & Mirowsky, 2010).

Consistent with previous research (Borisova, 2019; Maharlouei et al., 2020; Wang et al., 2020), findings of this study confirmed an inverse relationship between age and subjective health. As expected, worse self-reported health scores among old cohorts are related with aging which increases health problems, morbidity, and exposure to various chronic diseases (Maharlouei et al., 2020).

Results of this study indicated a negative association between education level and subjective health. This finding is supported by previous research (Borisova, 2019; Lampert et al., 2018; Maharlouei et al., 2020) which has showed that

highly educated people reported better health ratings compared to low educated ones. Association between subjective health and education attainment has been widely discussed in the literature from different point of views. From the individual perspective, higher education equips people with better cognitive skills, greater control of their lives, and better access to information which, in turn provide better opportunities to improve their health (Benach & Muntaner, 2011). From a social perspective, higher education is associated with social integration and contributes to better health through improved access to resources and social support (Cohen, 2004).

Findings of this study have some implications for policy and future research because subjective health is very often ignored in policy agenda contradicting individuals' subjective wellbeing (Diener et al., 2009). Social differences in self-reported health reflect unequal distribution of health risks and diseases among different population groups (Lampert et al., 2018). Since more attention is paid on objective measures of health, findings of this study showed that subjective health status also matters. Its data can contribute to establish health policies about health traits (Kwon et al., 2020).

Apart from its modest contribution to the literature, this study has some limitations which have to be noticed. First, its cross-sectional design does not allow establishing causal relationships between satisfaction with democracy and subjective health. Therefore, future research should use an experimental design or longitudinal study to assess them. It should consider more indicators of subjective health related to the Albanian context. Second, this study used secondary data that is why the researcher did not have control over the selection of the measurement of the study variables. As a result, other relevant factors that might influence subjective health were not included. Third, as pointed out by other scholars, self-reported variables recall bias because usually people answer to survey questions off the top of their heads without retrieving information from their memory (Zaller & Feldman, 1992). Thus, questions about satisfaction with democracy might be subject to spontaneous reaction rather than deeply considered thought. Therefore, future research should focus on better understanding of what satisfaction

with democracy means. Fourth, this study was focused on Albanian population that is why Albanian socio-cultural context may have affected its findings. To generalize them it is necessary to investigate in different backgrounds and settings to improve understanding of the association between satisfaction with democracy and subjective health.

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Sport Sciences

EXPLORING THE ATTITUDES OF THE STUDENTS MAJORING IN SPORTS SCIENCES TOWARDS THE TYPES OF DISTANCE EDUCATION ENVIRONMENTS DURING THE PANDEMIC

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Abstract

The Covid-19 outbreak has adversely affected many domains of life, from education and health to manufacturing and economy; the most affected field has perhaps become education. However, states have offered various solutions to minimize such adverse impacts on education. At this point, universities have enabled their students to continue their education via several distance education platforms. Nevertheless, due to different features and content, such platforms may have disadvantages as well as advantages.

Ultimately, the aim of this study was to explore the attitudes of the students of a school of sports sciences towards the types of distance education settings. A total of 450 undergraduate students (female=186, male=264) from various universities in Turkey participated in the study. We used the "Attitude Scale for the Use of Distance Education Environments in the Pandemic" to determine such attitudes of the participants. The obtained data showed normal distribution; therefore, we compared the data using the T-test and ANOVA. As a result, we found that the students who received hybrid education in the pandemic ($X=3.07\pm.78$) got higher attitude scores than those attending distance education ($X=3.26\pm.87$). In addition, we reached those using the Blackboard online education platform ($X=3.19\pm1.07$) to have higher competence and motivation scores than those utilizing the Uzem ($X=2.55\pm1.07$) ($p<0.05$). The students using Blackboard ($X=3.49\pm.88$) obtained higher effectiveness scores than their peers using Zoom ($X=3.00\pm1.13$). Finally, the participants using Blackboard ($X=3.77\pm.91$) got significantly higher scores in the Satisfaction sub-scale than those using BigBlueButton ($X=3.22\pm1.28$). Overall, we can suggest that students had more competence, motivation, satisfaction, and effectiveness when using the Blackboard education platform.

1 Introduction

The coronavirus (Covid-19) pandemic has seriously affected the economy, social life and education systems, especially health, at the universal level, and these effects have been declared as a global pandemic period by the World Health Organization (WHO, 2020) as of March 2020. A number of arrangements have been made with the aim of maintaining social distance; limitations, by covering all educational levels, have caused institutions to operate remotely and the application to be implemented urgently (Bozkurt ve Sharma, 2020). The 2019-2020 Covid-19 pandemic has affected the education systems of almost all countries around the world, causing the interruption of education or the transition to the distance education model in other education levels, including universities. This pandemic has created an urgent need for quality and efficient online education at all educational levels (Trikoilis ve Papanastasiou, 2020). In connection with the pandemic, the changes experienced in the education processes all over the world and the effect of the epidemic on the education process have come to the fore very clearly, and therefore the need for distance education regarding learning processes is increasing exponentially (Can, 2020). The distance education system is the most preferred method by educators and scientists (Telli ve Altun, 2020). Despite the prolongation of the possible pandemic risk, world education is working to continue its students in distance education, and states make this way of learning a necessity and promote this way to be used more actively (Yamamoto ve Altun, 2020). In the current pandemic, where the epidemic is increasingly globalized and interdependent in almost every corner of the world, and has the potential to cross psychological and economic boundaries, many major sporting events have either been canceled or postponed to a specific or indefinite date (Gilat & Cole, 2020; Brown & Horton, 2020).

The benefits of Information, Communication and distance learning technologies in education to humanity

have attracted more attention in this process. Activities were carried out during educational periods without physical interaction through television, computer, tablet, mobile phone, etc. If we touch on the history of distance education, we can address our main purpose with the historical dimension; this process has been used as letters, radio, books, newspapers, etc. from past to present, carried out with tools. For this reason, distance education is not a concept that has emerged recently. With the development of information technology systems, distance education has diversified the environments offered (Clark, 2020).

Looking at the concept of distance education, Uşun (2006) defines resources and recipients as being located in distant environments and at the forefront of personality, as well as flexible and independent communication environments as a technological application where training is provided by technical means. Looking at research related to distance education, it seems that this concept has both advantages and disadvantages. Distance education has created a different learning environment compared to traditional education. Traxler (2018) emphasized that the concept of distance education is advantageous when considering it in terms of affordability and accessibility (Arat & Minister 2014). It allows the use of multimedia tools by shaping the learning speed and method of the individual in terms of having time and space flexibility in order to appeal to a wider audience.

Distance education in a general sense can be defined as the continuation of educational activities and interactions of teachers and students who are not in the same environment through technological opportunities (İşman, 2008).

The impact of the coronavirus (Covid-19) pandemic on all segments of the world has led to significant changes in education, bringing the need for distance learning to the forefront. Therefore, investments have been increased by giving more importance to distance education in order to know the importance of education and not to be interrupted. It has been seen that it is necessary to give importance to alternative learning approaches (especially distance education applications) instead of face-to-face education approaches. It should not be forgotten that distance education has important advantages not only in order to support traditional education, but also in extraordinary situations (epidemics, wars, disasters, forced migration, etc.), it should be taken into account by administrators and politicians (Can, 2020).

Considering the other effects of the Covid-19 pandemic on education, problems in accessing the internet and accessing technology tools, changes in school and exam schedules, inadequacy of teacher training in the learning process, deprivation of regular nutrition opportunities at school for children and young people living in disadvantaged areas, problems of working parents finding caregivers for their children, it can be stated as reducing students' social interaction and preventing social learning (Chang & Satoko, 2020).

With the pandemic affecting the world, countries have started to take measures to minimize social contact in order to prevent the epidemic. These measures have also been experienced in the education sector and in many countries of the world, education has been tried to be maintained through online platforms. In Turkey, one of the countries where the pandemic is intense, trainings are carried out on online platforms in certain periods. The unpreparedness of the education digital infrastructure against this sudden virus epidemic has led to the use of different online platforms, especially in universities. This research was designed to determine the effects of sports science department students' attitudes to the types of distance learning environments during the pandemic on the student's eyes.

54 Method

This study, aiming to explore the views of students enrolled at schools of sports sciences on distance education platforms, employed a correlational design. The model, which is among the descriptive research methods, targets to reach a generalizable result as a result of administering a measurement tool to a sample selected within larger populations (Karasar, 2009).

55 Sample

The study included students enrolled at departments of physical education and sports in the 2020-2021 academic year. The measurement tool was administered to a total of 450 students, 186 females and 264 males, from seven universities that were reached through convenience sampling. Table 1 presents the demographic characteristics of the participants.

Table 1. Demographic variables of the participants

Demographic Variables	f	%
Gender	Female	186 41
	Male	264 59

Universities	Bartın	71	16
	Rteu	101	22,5
	Atauni	52	11,5
	Düzce	68	15
	Artvin	33	7,3
	Etü	93	20,6
	Muş Alparslan	32	7,1
Mode of Education	Uzaktan (Online)	332	74
	Hibrit	118	26
Distance Education Platform Used	Zoom	80	18
	Classroom	99	22
	BigBlueButton	53	11,5
	Uzem	67	14,5
	Uzep	35	8
	Blackboard	94	21
	Perculus	22	5

As in Table 1, 41% (186) of the participants were females, and 59% (264) were males. While the number of those receiving distance (online) education was 74%, the number of those attending hybrid education was 26%. In addition, distance education platforms used by the participants were as follows: Classroom (22%),

Blackboard (22%), Zoom (18%), Uzem (14.5%), BibBlueButton (11.5%), Uzep (8%), and Perculus (5%).

56 Data Collection Tools

The “Distance Education Platforms-oriented Attitude Scale (DEPAS),” developed by Yıldız et al. (2021) to reveal students’ attitudes towards such platforms during the pandemic, was used as the data collection tool in the study. The scale consists of 24 items within four sub-scales (Adequacy-Motivation, Usefulness, Efficiency, and Satisfaction).

57 Data Analysis

The data collected were analyzed in the SPSS package program. The normality distribution of the data was examined considering the Skewness-Kurtosis values and Shapiro-Wilk test. The results showed that the data showed normal distribution; therefore, parametric tests were used to analyze the data. Besides, T-Test and ANOVA were used to compare the participants by gender, education model (online or hybrid), online platform, university. Finally, post hoc tests were run to determine the source of statistically significant differences in ANOVA. All results were accepted as statistically significant at $p < 0.05$.

58 Findings

This section presents the results in tables. The results by gender variable are demonstrated in Table 2.

Table 2. T-Test Results by Gender

	Gender	N	\bar{x}	Sd.	t	p
competence and motivation	Female	186	2,7873	1,06804	-1,378	,169
	Male	264	2,9329	1,12850		
usefulness	Female	186	3,0847	,61187	-,265	,791
	Male	264	3,1009	,65408		
effectiveness	Female	186	3,1312	,94588	-1,943	,053
	Male	264	3,3114	,98453		
satisfaction	Female	186	3,3790	1,04953	-1,629	,104
	Male	264	3,5436	1,05931		

total	Female	186	3,0567	,79119	-1,445	,149
	Male	264	3,1695	,83200		

According to the results, the sub-scale and total scores of the participants did not differ significantly by gender ($p < 0.05$).

Table 3. ANOVA results by university variable

		Sum Squares	of df	Mean Square	f	p	Source of difference
competence and motivation	Between Groups	22,151	6	3,692	3,109	,005	Etü- Düzce Bartın
	Within Groups	526,128	443	1,188			
	Total	548,279	449				
usefulness	Between Groups	4,686	6	,781	1,954	,071	
	Within Groups	177,120	443	,400			
	Total	181,807	449				
effectiveness	Between Groups	15,497	6	2,583	2,801	,011	Etü-Bartın
	Within Groups	408,491	443	,922			
	Total	423,988	449				
satisfaction	Between Groups	25,161	6	4,193	3,897	,001	Etü- Bartın
	Within Groups	476,696	443	1,076			Artvin- Bartın
	Total	501,856	449				
total	Between Groups	11,448	6	1,908	2,937	,008	Etü- Bartın
	Within Groups	287,805	443	,650			
	Total	299,253	449				

As in Table 3, the participants' scores on the sub-scales Adequacy-Motivation, Efficiency, and Satisfaction and

their total scores significantly differed by the university they enrolled ($p < 0.05$). The post hoc tests performed to

find the source of such differences revealed that the students at Erzurum Technical University had higher mean scores on the Adequacy-Motivation sub-scale than those at Düzce University and Bartın University. Also, the students at Erzurum Technical University had higher total scores and mean scores on the sub-scales

Efficiency and Satisfaction than those at Bartın University. In addition, on the Satisfaction sub-scale, it was concluded that the students at Artvin University had higher mean scores than the students at Bartın University.

Table 4. T-Test results by education model

	education model	N	\bar{x}	Sd.	t	p
competence motivation	distance education (Online)	332	2,7857	1,08214	-2,823	,005
	hybrid model	118	3,1174	1,13637		
usefulness	distance education (Online)	332	3,0625	,60986	-1,775	,077
	hybrid model	118	3,1833	,70060		
effectiveness	distance education (Online)	332	3,1940	,93004	-1,574	,116
	hybrid model	118	3,3576	1,07556		
satisfaction	distance education (Online)	332	3,4458	1,03984	-1,002	,317
	hybrid model	118	3,5593	1,10490		
total	distance education (Online)	332	3,0730	,78857	-2,181	,030
	hybrid model	118	3,2631	,87842		

The results revealed that there were statistically significant differences in the scores on the Adequacy-Motivation sub-scale and total scores by education model ($p < 0.05$). Ultimately, such differences were found to stem from higher mean scores of students taught with the hybrid model than of those adopting the distance education model.

Table 5. ANOVA results by education platform

	Sum of Squares	df	Mean Square	f	Sig.	Source of difference

competence and motivation	Between Groups	22,417	6	3,736	3,147 ,005	Blackboard-Uzem
	Within Groups	525,862	443	1,187		
	Total	548,279	449			
usefulness	Between Groups	3,079	6	,513	1,272 ,269	
	Within Groups	178,727	443	,403		
	Total	181,807	449			
effectiveness	Between Groups	14,095	6	2,349	2,539 ,020	Blackboard-Zoom
	Within Groups	409,893	443	,925		
	Total	423,988	449			
satisfaction	Between Groups	25,991	6	4,332	4,033 ,001	Blackboard-Zoom-Bigbluebutton
	Within Groups	475,865	443	1,074		
	Total	501,856	449			
Total	Between Groups	10,540	6	1,757	2,695 ,014	Blackboard-Zoom
	Within Groups	288,714	443	,652		
	Total	299,253	449			

Table 5 shows that the participants significant differed on all sub-scales, except for the Usefulness sub-scale, and the total score by education platform ($p < 0.05$). The post hoc tests revealed that the students using Blackboard had higher scores on the Adequacy-Motivation sub-scale than those using Uzem. In addition, it was determined that those using Blackboard got higher scores on the Efficiency sub-scale than students using Zoom. Finally, the students using Blackboard scored significantly higher on the Satisfaction sub-scale than those using BigBlueButton.

59 Discussion and Conclusion

A total of 450 students, 186 females and 264 males, from 7 universities participated in this study, which was carried out to explore the views of the students enrolled at schools of sports sciences on distance education platforms. While 332 of the participants received online education, 118 attended hybrid education. Then, it was determined that the participants received online education through Zoom, Classroom, BigBlueButton, Uzem, Uzep, Blackboard, and Perculus.

The T-Test findings revealed that there were no statistically significant differences in the sub-scale scores and total scores between the groups by gender. Similar to this study, Gürgan and Kayhan (2021) found that the attitudes towards distance education did not differ significantly by gender among the physical education and sports students.

Universities switching to distance education have had to adopt different digital platforms due to such a sudden outbreak. In the pandemic, it has been possible to encounter universities using several programs simultaneously, as well as those having a convenient infrastructure to integrate their distance education platforms into their systems. Considering the participants' views on distance education platforms, there were statistical differences on the sub-scales Adequacy-Motivation, Efficiency, and Satisfaction and the DEPAS total score. The post hoc tests performed to find the source of such differences revealed that the students at Erzurum Technical University had higher mean scores on the Adequacy-Motivation sub-scale than those at Düzce University and Bartın University. Also, the students at Erzurum Technical University had higher total scores and mean scores on the sub-scales Efficiency and Satisfaction than those at Bartın University. In addition, on the Satisfaction sub-scale, it was concluded that the students at Artvin University had higher mean scores than the students at Bartın University. Thus, it can be concluded that these results may have been due to the use of different platforms by universities.

The fact that schools of sports sciences offer applied/practice courses within their curricula has led some universities to switch to the hybrid education system. Besides, the Council of Higher Education has left the online education-oriented decision to the higher education institutions; therefore, the universities have decided on online or hybrid education systems based on their own preferences. In this context, the results showed statistically significant differences in the participants' scores on the Adequacy-Motivation sub-scale and their total scores by education model. Accordingly, the students attending classes in the hybrid education model had higher mean scores than those receiving education in the distance education model. In short, it can be inferred that the students at the universities using the hybrid education model are more satisfied with their

distance education platforms. Korucu and Kabak (2020) reviewed the studies on hybrid education in Turkey and concluded that hybrid education positively affects students' academic achievement.

Each distance education platform has its own advantages and disadvantages. Not only delivering education but also services, such as online meetings, conferences, and measurement and evaluation, may be the features of a specific program, which may lead a university to choose that platform for distance education. From the students' point of view, the results in the study showed there were significant differences between the groups on all sub-scales, except for the Usefulness sub-scale, and the total score by education platform. The post hoc tests revealed that the students using Blackboard had higher scores on the Adequacy-Motivation sub-scale than those using Uzem. In addition, it was determined that those using Blackboard got higher scores on the Efficiency sub-scale than students using Zoom. Finally, the students using Blackboard scored significantly higher on the Satisfaction sub-scale than those using BigBlueButton. These results point out that the students find Blackboard to be more advantageous. Since the primary function of the education platforms is to ensure the continuity of education, university administrators should present their online education platforms for the evaluation of students and academics and take relevant measures to eliminate the deficiencies of these programs.

The researchers aimed to compare seven different online education platforms in this study. It is among the recommendations that the study should be replicated with students in all private and state schools in Turkey.

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INDEX

<p>Aghayeva, N., 227 Ahmed, O., 367 Aksöz, M., 87 Alagjozovska, N. J., 347 Alp, H., 119 Ameti, B., 260 Amiti, F., 157 Aydoğdu, M. H., 78</p>	A	<p>Memeti, D., 398 Mesut AĞIR, A., 222 Miftari-Fetishi, I., 188 Mokhtaria, L., 115 Mustafa, H., 53</p>	N
<p>Balci, T., 142, 380 Başutku, S., 308 Bedir, D., 422 Bela, B., 292</p>	B	<p>Namli, S., 422 Nazirli, Z., 255 Nolcheska, V., 33</p>	O
<p>Çelik, N., 308 Çoruh, H., 203</p>	C	<p>Onçevska Ager, E., 197 Özek, S., 303</p>	P
<p>Danevska, B. A., 72 Danevski, S., 132, 246 Durmus Öz, B., 322 Dzigal, S., 67</p>	D	<p>Papadopoulos, N., 165 Petrovska, S., 171 Petrovski, A., 132, 246</p>	R
<p>Eliza, M. M., 392</p>	E	<p>Ramadani, A., 106 Runceva, J., 171, 178</p>	S
<p>Hamzai, J., 100</p>	H	<p>Şahin, Z., 78 Sahli, N., 184 Şengul, K., 322 Şenturan, N. Y., 337 Shehu, I., 149 Sivevska, D., 171, 178 Spiroska, E., 280 Stevkovska, M., 136 Stojanovski, T., 246</p>	T
<p>Idrizi, E., 94 Ivanov, I., 231</p>	I	<p>Tahiri, Sh., 374 Taneska, A. P., 356</p>	V
<p>Kafedziska, V., 62 Kaprolli Ismaili, F., 264 Karabacak, B., 422 Kazazi, L., 47 Kechan, A., 153 Kiray, A., 403, 407 Klemenich, M., 153 Koc, O., 403, 407 Koç, O., 303</p>	K	<p>Vasileska, L., 271</p>	X
<p>Lacka, S., 239</p>	L	<p>Xhaferi, B., 100</p>	Y
<p>Mangaroska, V., 17 Mece, M. H., 412 Memedi, D., 398</p>	M	<p>Yasan, M., 285 Yildiz, N., 361 Yilmaz, V. B., 317</p>	Z
		<p>Zdravkovska-Adamova, B., 332 Zharnoski, A., 218</p>	



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