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## Perspectives of Developmental Dynamics of the International Journal TEACHER

The international journal TEACHER, edited by the Faculty of Education – Bitola, is a genuine academic gazette which highlights the contemporary affairs of modern pedagogic theory and practice. The incentive for the perspectival analysis of the journal's developmental dynamics is the publication of the tenth issue of the journal (No. 10) which actually underlines its legitimate referential value in the category of international gazettes. The analysis rests upon several academic and expert criteria: academic and institutional incidence in the journal, the scientific categorization of the papers it publishes and their teaching-and-scientific values, international diversity of participating authors, thematic selection, pedagogic and psychological criteria, etc. Several are displayed below:

Table.1. Academic and institutional incidence in the journal:

Institutions	Number of authors
Faculty of Education – Bitola	48
Universities from R. Macedonia	89
Universities from other countries	43
<b>Total number</b>	<b>180</b>

Table. 2. Scientific categorization of the papers published:

Category of paper	Number of authors
Original scientific papers	33
Review papers	54
Specialized papers	93
<b>Total number</b>	<b>180</b>

Table. 3. International diversity of participating authors:

Countries	MKD	SRB.	ALB.	HK	HRV.	SVN.	BGR.	GRC.	Total
<b>Number of authors</b>	137	15	9	8	3	4	2	2	180

**Analysis** of teaching-and-scientific values of the papers published in the journal, thematic selection, and other pedagogic and psychological criteria.

The analysis of the content and structural composition of the papers indicates their multidimensional implications and reflections in the character-building & educational practice.

The papers have had the following topics in focus:

- The teacher; Teachers' professional competencies, professional development, moral and ethical traits, and communicational competences in regards with the modern pedagogical trends.



- Analysis of educational policy trends in R. Macedonia and in the wider region which surrounds it.
- Properties of media and multimedia content forms used in instruction.
- Overall issues of giftedness, talent and creativity in the context of educational trends.
- Student assessment and evaluation process; Teachers' instruction evaluation and assessment as well as their impact on the pedagogic efficacy.
- School/Classroom atmosphere and culture as the main determinants of efficient institutional development.
- Professional, moral, and ethical dimensions in the field of education seen through the prism of teacher-student-parent relationship.
- Democratization of the pedagogical settings in class and in the school.
- The role of motivation in the character-building-and-educational process and in the process of students' learning and progress.
- Various teaching methods&didactics, pedagogical-psychological and other aspects in the field of mathematics and mathematical sciences.
- Overall issues foreign language learning and the pedagogy reflected in the linguistic development of students.
- Permanent Education as an inseparable segment of teachers' professional development.
- Pre-school development-and-learning characteristics.
- Contemporary pedagogical challenges and phenomena in the field of Macedonian language and Literature.
- The role of character-building segment in the educational process and its implications.
- Other pedagogical phenomena, states and processes which render a genuine picture of the level and the quality of the educational praxis in R. Macedonia and in the wider region which surrounds it.

As a result of the content and structural composition application as listed above, the International Journal TEACHER has been successfully following its pedagogic mission, fulfilling it with the rational and critical reviews that it renders regarding a large number of scientific-research phenomena which challenge the teachers, the students, the parents, and all other subjects of direct or indirect involvement in the educational process.

The Faculty of Education – Bitola has long been the holder of the pedagogic leader's position in terms of treatment, approach, highlighting, and promotion of those pedagogic issues which are current challenges for the whole scientific-and-expert public and the other population in R. Macedonia and world-wide.

I would like to express my personal gratitude to all authors, Review committee, Editorial board and all involved in reaching this milestone.

**Chief Editor**  
**Prof. Ljupčo Kevereski, PhD**

# LEARNING MATERIALS RECOMMENDATION USING PERSONALIZED RECOMMENDER SYSTEM<sup>1</sup>

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## **Abstract**

E-learning systems are becoming increasingly popular in educational institutions. The rapid development of e-learning changed the traditional approach to learning and created new challenges for educators and students. Educators have difficulty in choosing the adequate learning materials because of the growing number of materials available on the Internet. Students, on the other hand, have a problem when they have to decide which materials are appropriate for them and their needs. So it would be very useful when an electronic system could propose activities and smart way to select and recommend materials and documents for learning that would improve students' knowledge.

A model of this kind of system for recommendations is presented in this paper. This system would help students who attend courses in computer science, to introduce new topics and to upgrade already acquired knowledge. The model is based on a Learning management system combined with the use of recommender system.

***Keywords:** Recommender systems, learning materials, learning management systems*

## **Introduction**

In recent years we have been witnessing how new software technologies that manage large databases, are implemented in the teaching, the learning materials and the grading instruments. Using this technology in the learning process leads to the appearance of Learning Management System (LMS). This system has not been proven useful only in education, but it's used in different organizations where it supports the development of electronic courses, enables fast and stable access to them and their constant update. LMS has turned into a powerful tool for organizations that aim to regularly improve their staff. The impact of such systems is most noticeable outside traditional educational institutions, although this technology is constantly changing today's traditional classroom. To summarize, LMS is software for administration, documentation, tracking, notification and delivery of e-learning in educational systems and training courses.

The difference in the use of this system in the teaching process and the use of computers in teaching as a teaching tool or computer applications for assistance in education, lies in the systematic nature of the LMS. LMS is a system that connects all elements in the learning process. This system provides teaching material and that it manages, identifies the needs of students, monitors educational progress, collects data and returns information about the improvement. The system, besides offering relevant learning materials, participates in the

---

<sup>1</sup> Original scientific paper

administration when new students are enrolled, monitors their development and reports on the progress of individuals and the entire community.

Most of the Learning management systems are set online, so they require access to the Internet for easier and faster access to the required learning material and also an access to the administration section [9]. This way, the system delivers its educational content to a wider circle of students. Newer systems are integrated with management systems for decision making, so when used in non-educational institutions they collect information about employees and make suggestions for additional training for the professional development of employees.

### Need for learning systems in education

The use of Information and Communication Technologies (ICT) in the educational process has led to increased use of the Internet in all segments of the educational process. However, much greater use of the Internet was witnessed in higher education. Professors need a database that connects curricula, learning materials, assessment strategies, data on students and teaching staff, as shown in Figure 1. The LMS can be an incentive for reforms in modern education through the effective and creative use of its technology.

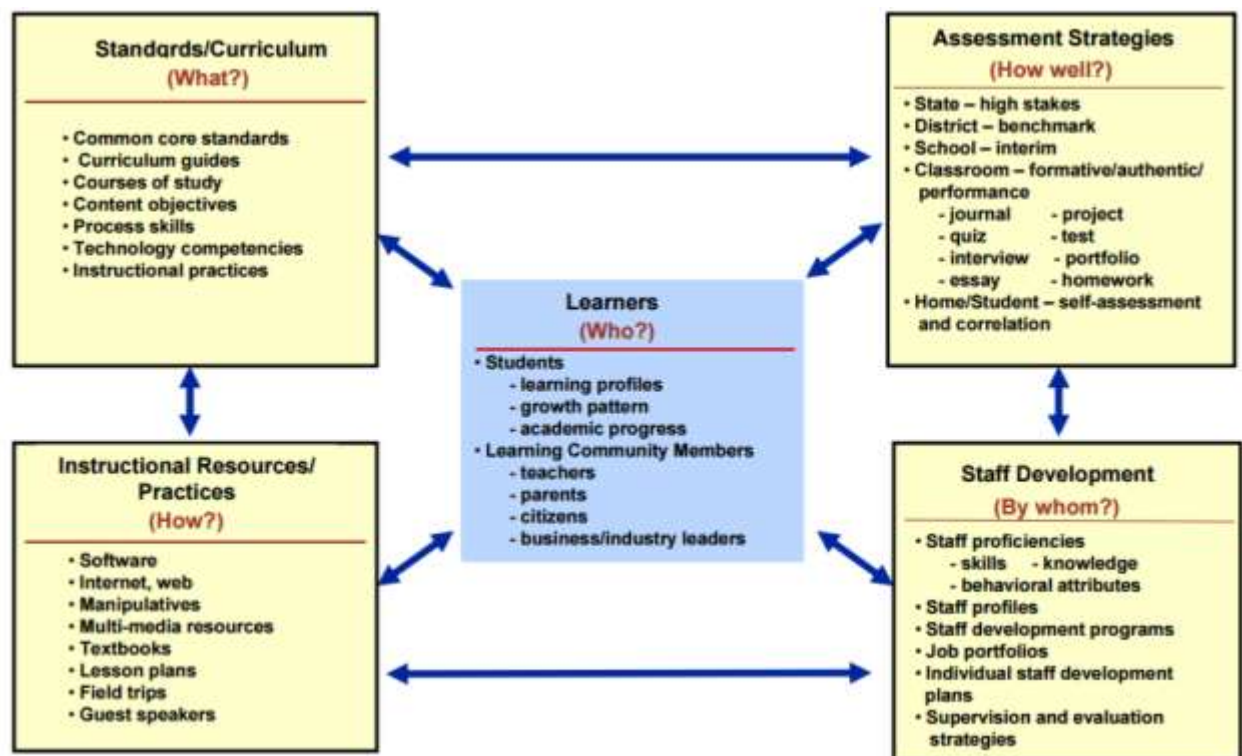


Figure 1. How LMS technology supports education [3]

Many researchers in this field say that the challenge of universities is not whether there is ICT in its education and e-learning platforms, but to correctly implement them in the classroom. For many institutions, adoption of these technologies means that teachers not only need to introduce new tools and systems work, but also to understand and accept new concepts of teaching and learning in higher education. This group of authors and researchers [6] [4] highlight in their research the following main elements that universities are obliged to carefully check when planning learning management system:

- Vision and Planning;
- Curriculums and opportunities for faculties;

- Staff training and support;
- Services for students;
- Copyright and ownership of learning materials.

Proper understanding of LMS and the associated technologies is based on the future approaches to teaching, since the needs of today's students are not met by current approaches. Society moved from industrial era to what many call the information age [10]. Today's educational system remains stuck in the industrial era, forcing students to be passive, so weak students regress, and the better students are prevented to progress. This situation requires education to change to a new model that focuses on meeting the needs of all involved in the education process.

In the era of information educational model, LMS will assess the knowledge and skills of students, it will work with the teachers to identify the goals of subjects, will offer support for collaboration, will generate reports whose information would serve to increase the efficiency of the entire organization involved in the learning process. LMS even now offers some of these features, but there are still some limitations to achieving full potential. Potential advantage is the availability of open source software, which greatly reduces the required knowledge of programming and designing. This way maintaining this type of system is easy and takes just a few developers, not entire companies. To conclude, learning management system should focus on the following:

- provide constructive teaching and to focus on flexible goals for learning,
- support learning in school and beyond, in order to extend the learning environment at home,
- improve individual assessment and progress monitoring, provide reports and to adapt the material to the opportunities of the student,
- allow integration with other systems in more discreet way to improve cooperation between all participants,
- improve the professional development of teachers
- increase the effectiveness of the resources available at a lower price.

Although there are serious challenges that obstruct the development of the LMS to their full potential, perhaps the greatest opportunity to improve these technologies lies in the hands of the students and professors, as well as other participants in the current educational system. With the desire to enter the information age, it is inevitable for full implementation of learning management systems, which will completely realize their potential naturally.

### **Recommender systems**

There is a large group of web applications that process user actions and make them future reference. Often they are represented as filtering information systems and try to predict "rating" or "choice" which the user would give on some items. Such systems are called Recommender or Recommendation Systems [8]. Examples of such systems are websites dealing with e-commerce. The system provides a list of products that would of interest for consumers (buyers), recommended by previous searches and purchases of products. These systems, experience special development in famous websites like Amazon, EBay, IMDB, YouTube, etc. One such special event is when one of the most famous sites for movies, Netflix, in 2009, organized a competition offering a prize of 1 million dollars for the team that will improve their system of collaborative filtering.

Recommender systems allow users to share their opinions, and therefore to use the experience gained. They can be defined as "Systems that provide individual

recommendations or guide the participant through a series of interesting and useful items separated from a large group of possible options" [2]. These systems are made up primarily to support web users and to help them in their decision-making in certain situations, in terms of preparing the information that would be beneficial in those situations in which the user does not have sufficient experience or knowledge of the environment [1].

Figure 2 shows an example of a recommender systems for recommending documents. When a user selects a file to read, the system will offer a group of documents related to that document. The user has the opportunity to evaluate the proposed documents according to relevance or interest. For recommending documents, this method uses hybrid systems, a combination of content-based and collaborative filtering. On one hand, the system for collaborative filtering examines the similarities between users, in this case students and their interests. On the other hand, the system for content-based filtering process similarities between the documents and the results are placed in the matrix. The similarities between documents are calculated according to the keywords that are part of them. The system predicts rating for all documents that are not rated and offers the users possibility to assess the items. The results of the prediction are compared with actual user rating, which determines the accuracy of the assessment.

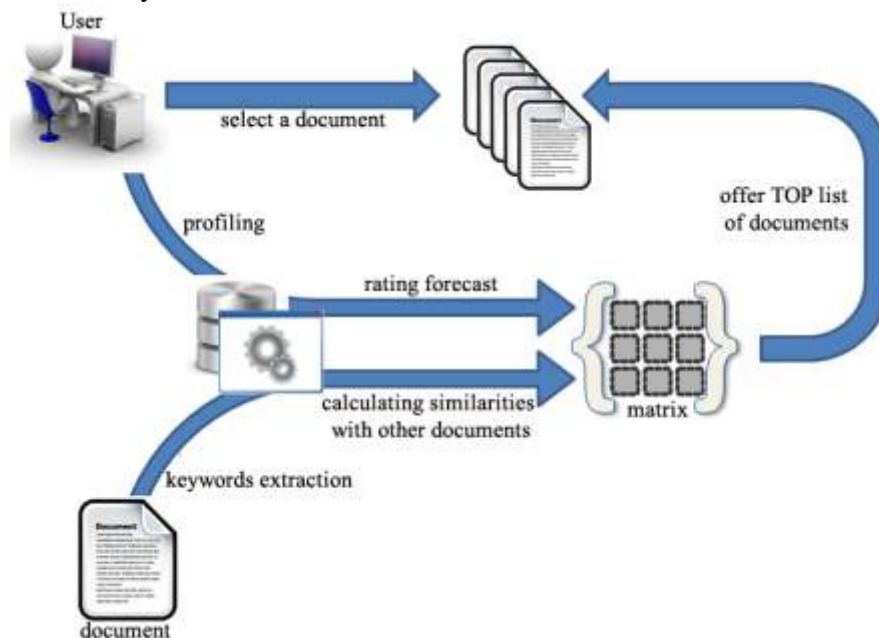


Figure 2. Schematic representation of Recommender system for documents

### Basic concepts of the model system for recommendation of learning materials

Once recommender systems presented good results in the area of e-commerce, the process of implementation in the educational process has begun. The main purpose is to help students gain knowledge, and educators to support the learning process.

The model consists of learning materials in the form of written documents and video tutorials, with varying degrees of difficulty to meet the needs of different users with different knowledge. On the other hand, the system should remain transparent and to find out the knowledge of the users only by his actions, not by testing the users.

Unlike websites that offer movies, music or items for sale, where the filtering starts when the user enters his data, in this system there is situation named Cold Start. This presents a potential problem in all information systems that include recommender systems for modeling data at the beginning of the implementation. The system cannot draw conclusions for users or objects, because there is not enough information available. In the commercial

websites, by entering basic information about users, such as age, sex, country of origin, etc., the system can immediately, though not with great accuracy, assume the user's interests. In this case, there is a problem, because none of the characteristics of the user reveal his knowledge in a particular area, and this is what the system exactly needs to recommend a suitable material. The system will monitor the activities and the choice of materials by the user (collaborative filtering), and then compare them to the characteristics and the type of materials that are offered (content-based filtering), and finally decide which materials should appear as choice to the user. This way, a personalized hybrid recommender system is formed. Learning materials are presented as documents or videos. Their main characteristics are the key words that are compared with those keywords based on the users search. Learning materials, except keywords, are characterized by belonging to a particular topic, and with evaluation from 1 to 3 which represents the level of difficulty of the material, where 1 is the lowest value, i.e. material is for beginners, and 3 is the highest value. Table 1 gives an example how the database with learning materials might look like:

*Table 1. Learning materials database example*

Material ID	Type	Topic	Keywords	Level	Number of words	Previews
M1	Video	Programming	Java	1	870	78
			Code			
			Methods			
M2	Text	Information systems	Server	3	4579	122
			Database			
			Cloud			
M3	Text	Internet	Network	2	8012	34
			LAN			

Every user, while searching and viewing materials, is forming his profile, after which foundation is formed for recommending materials. Recommendation is always represented in two sections. The first section is a list of materials related to the user's search in that moment. So, this is the default search through the database by keywords. The other section is an additional list of five options generated by the system, based on previous involvement of the user. The system takes into account pre-selected materials, the level of knowledge of a particular area and the difficulty level of the material, and creates a list of 10 major materials for recommendation, which is in the user database in any given moment. This list must contain 10 materials that the user has not opened, and the first 5 will be offered as an optional extra. This is called Top10 list.

User profile, apart from its general data, consists of a list of favorite topics, the level of knowledge on given topic on a scale of 1 to 3, where 1 is beginner level, 2 is advanced level and 3 is the highest level - expert. This database has a list of reviewed materials and the Top10 list. An example is given in Table 2.

*Table 2. Users' database example*

User ID	Favorite topics	Level	Text - Video <sup>2</sup>	Viewed materials	TOP10 list
U1	Programing	1	30:70	VM <sub>U1</sub> list	TL <sub>U1</sub> list
	IS	2			

<sup>2</sup>The ratio between text and video is defined by the number of already selected and read or reviewed materials that simultaneously shows whether the user prefers video or written source.

	Internet	1			
U2	Internet	3	80:20	VM <sub>U2</sub> list	TL <sub>U2</sub> list
	/				
	/				

According to previous texts, this is just another standard recommender system. But, the innovation lies in the way the system determines the level of knowledge of the user, as a primary tool for further recommendations. Unlike standard recommender systems, where the generated rating plays a major role in the recommendation, here the main feature is the *time* that user dedicates for viewing the content he selected. The system measures the time spent on the selected material and depending on the size of the material determines whether it is enough for the user to master the material. This way, the system can predict which materials or topics the user likes, where s/he spent more time, or materials that s/he didn't like, where s/he immediately closes them. The idea is taken from researches done in the field of e-commerce, where it was determined that if one user is observing a certain item longer than others, or has repeatedly returned to it, usually buys that very same item [1] [2] [12].

### Process flow in the System

In accordance with the needs, the design of the system has to provide accurate recommendations without the use of ratings, which is impractical in such situations. User needs are constantly changing. Traditional systems often produce results based on past reviews or purchases of the user. In many online stores, if you buy and evaluate an object, s/he then becomes a benchmark for future recommendations. In fact, we do not need that object anymore to be listed or to be considered as desire. But it is not easy to determine the latest requirements or changes of the users wishes. Many of the websites designed for music or movies make recommendations for similar items, and so, many users receive the same recommendations when viewing a particular subject. This is not the way to follow the changes and development of the user's needs. Therefore, the offered model of the system is personalized and is separated for each user.

The system starts working when the user logs in. At this time, the user is offered several options for interaction.

First, traditional search box for keywords, by which material are searched through the database and results are returned that match the search criteria. The results are not correlated with the profile and it's just a classic keyword matching. This way, both visited and unvisited materials may appear. When a material is selected from the options, user profile changes and its Top10 list.

A second option is represented as a list of recommended papers. As presented in the introduction, five materials are recommended based on previous interactions and choices of the user. Any selection of material from this list, changes the user profile again and generates new list of recommended materials. It was mentioned previously that the materials are in the form of text or video files. If the user is more interested in watching videos this list offers more video materials as a choice. At the same time, the system takes into consideration the level of knowledge the user has of the relevant topic, so the recommended materials will be only those that match its knowledge.

Third service that the user has from the system is the reviewed materials list. This list allows the user to browse and open old and visited material.

If this is a new user, the system would not have any data on it. So, by default, it will generate a list of most selected materials on basic level of each subject in order to challenge the user to choose one material and then the system would have some data to begin its work.

Once the user selects the material, the material opens in a separate window and time is being measured. According to the time spent, the system is required to decide whether it was enough to tackle the material and mark it as viewed, and be dismissed from the Top10 list. For this purpose the types of materials will be reviewed individually.

Text materials are written documents offered for reading. These can be whole books, excerpts from a book, published scientific papers etc. According to the research in this field, one adult can read from 200 to 250 words per minute, but read from printed paper, while reading from a monitor lowers the speed of reading by 20-30% [11] [13 ]. This system sets a constant value of 180 words per minute and measures the time from the opening of the material until its closure by the user and calculates how many words are being read, i.e. calculates percentage how much of the material is read. Table 3 presents the instructions that the system will perform according to the calculated rate:

*Table 3. Thinking of the system for text materials*

Calculated percentage	System opinion	Instructions taken
0% – 30%	User didn't find what he was searching for	Is verified as browsed material and similar materials are not recommended
31% – 80%	User superficially read the text and found useful parts	Is verified as browsed and indicated that the topic is of interest
81% – 100%	User read all the text material	Is verified as browsed, indicated that the subject is of interest, similar materials are recommended and equals user knowledge level as that of the material

Video materials can be video tutorials, simulations, presentations, recorded lectures, live presentations from conferences etc. Here, the system tracks the time from the opening to the closing of the video window. The calculated percentage of viewing the video has a role in choosing what action is to be taken by the system, and it is slightly different from the previous statement. Follows Table 4 for the video materials:

*Table 4. Thinking of the system for video materials*

Calculated percentage	System opinion	Instructions taken
0% – 50%	User didn't find what he was searching for	Is verified as browsed material and similar materials are not recommended
51% – 90%	User superficially watched the video and found useful parts	Is verified as browsed and indicated that the topic is of interest
91% – 100%	User watched all the video material	Is verified as browsed, indicated that the subject is of interest, similar materials are recommended and equals user knowledge level as that of the material

### **Advantages and disadvantages of the System**

The overall idea for the system is to be combination of personalized system and a system that meets the needs of users in real time. The number of users at the beginning is almost the same as the number of materials, but in future is expected to be drastically higher.



Therefore, effective optimization through classification of learning materials, can retain the life cycle of the system in the future.

The advantage for users is that they won't be tested first, or to respond to surveys to find out the level of knowledge of a particular topic. It is not in the nature of the system to follow the progress of the user or to offer opinions and grading of his knowledge. The goal is just to recommend appropriate materials in the area in which the user searches for materials, without prior testing.

A point of advantage is that when the system would increase the number of users, classical algorithms can easily be introduced that can classify similar customers with similar needs, to increase the accuracy of the recommended materials.

There may be a situation where the user is offered a lesson which s/he has no prior knowledge of, so there will be difficulties to overcome the offered material. This can be solved in a way where users are offered to state their knowledge in specific topics upon registration- beginner, advanced or expert in a particular area. This way, the system will be able to offer appropriate materials and to monitor the progress of the users. But on the other hand, this is not an objective manner, and can not easily draw a border where beginner level finishes and where expert level begins.

## **Conclusion**

Today, students are influenced by a variety of educational forms, whether formal or informal, which are often found even outside the classroom. These experiences are global, so moderators are required to connect students with the world for easier exchange of these experiences. Learning system can empower teachers, parents and students, with access to certain information, to reshape the journey through the educational period of their life.

These systems are still researched and improved in order to increase their intelligence. To achieve this, they should be able to precisely identify user needs and desires, to follow their footsteps and fully adapt to their needs. Therefore, it may need to enrich these systems with additional tools that education offers. As the educator determine the level of knowledge of the student through a series of questions and tests, the system can also obtain additional information that will help build a profile of each student.

The purpose of this paper is to give a basic idea and describe recommender system that can be used in the educational process as a system which recommends learning materials. This system can not only be an improvement of the institution but is the basis of learning management systems, which nowadays are becoming increasingly popular in educational surroundings.

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# SYNTACTIC- SEMANTIC ANALYSIS OF NOUN COMPOUNDS IN ENGLISH LEGAL TERMINOLOGY<sup>3</sup>

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## **Abstract**

Compounds are the result of the tendency in languages in general and in the language of science, in particular for concise, clear and meaningful expression.

Noun compounds in the English language have come as a result of the principle of economy in this language, i.e. by means of compression of clauses. Compounds express relations which are typical for whole sentences. They are a linguistic product of syntactic transformations and that is why syntactic paraphrase can be used as a means of decoding their meaning.

Our research has shown that the greatest number of noun compounds consist of noun + noun, and then follow: adjective +noun, noun +adjective, -ing form +adjective, noun +ing form, past participle +noun, noun +past participle, genitive form of a noun+an other noun and infinitive +noun.

The two constituents of these structures may be in different types of mutual relations and these relations determine the meaning of the compound.

In order to show these quite different types of relations of the constituents in noun compounds, we applied a method from transformational- generative syntax, by which we analysed the deep structure of compounds.

Noun compounds and compounds in general are an important part of word formation in general English and in legal English, as well. That is why we think it is necessary to pay greater attention to the processes of word formation in ESP student's books and dictionaries.

**Keywords:** *noun compounds, Legal English, syntactic paraphrase, source sentences, deep structure.*

## **Introduction**

Noun compounds in the English language have come as a result of the dominant principle of economy in this language, i.e. by means of compression of clauses in order to express the thought with as little words as possible. Considering the fact that compounds have come as a result of narrowing clauses, they express relations which are typical for whole sentences.

Marchand (1969: 212) thinks that the sentence is based on the same relation determinatum/determinant as the compound differing in the fact that the sentence is a complete statement whereas the compound is only a part of a statement.

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<sup>3</sup> Original scientific paper

Morphological composites in general such as compounds, suffixational derivatives and prefixational combinations are “reduced” sentences in nominal, adjectival or verbal form and that is why they can be explained with complete sentences.

Noun compounds are a linguistic product of syntactic transformations and that is why syntactic paraphrase can be used as a means of decoding their meaning.

However, we should take into consideration the fact that the process of finding the source sentences is not easy and simple. Lees (1968:117) faced the problem of the predicate in the source sentence in compounds which consist of noun + noun. Namely, in this type of compounds the number of predicates in the source sentences is practically unlimited. So Lees (1968: 116) points out the examples of *windmill* and *flourmill* which besides the sentences “The wind powers the mill” for the first compound and “The mill grinds flour” for the second one can also be explained by these sentences: “The mill creates wind” and “The flour powers the mill”.

That means that if we take any two material nouns N1 and N2 it seems that it is always possible to find sentences of type N1VN2, as well as sentences of type N2VN1.

Linguists agree with the fact that nouns in compounds can connect with a whole series of verbs, and not with one verb only. They offer different types of solutions to this problem and one of those solutions is that of Lees (1970) who thinks it is possible to reveal the true meaning of the compound through the meaning of the centre of the compound (head noun) and the the speaker`s knowledge of the outside world. He states the examples of `plane pilot` and `ashtray` where it is clear that the pilot drives the plane and the ashtray holds the ash.

Bauer (1978: 4.2.) thinks that compounds should be understood as relations between two components, relations which are specific and indefinite and should be defined by means of the lexical meanings of the constituents and the context. We can also add Lees`s example of `gas chamber` (Lees, 1968: 24) which if meaning a means of execution can be explained as a `chamber to gas someone in`, and if it refers to a vessel in engineering where gases are stored can be explained as a `chamber for gas`.

## **Methodology**

This research is based on a corpus which consists of : 1. legal texts excerpted from English student`s books for lawyers, for example James, F. P. *Introduction to English Law*, Riley, A. *English for Law*, Heinman R. *Political Science: An Introduction*, Curtis, M. *The Great Political Theories*, 2. works from judicial practice like : Judge Satter, R. : *Doing Justice*; handbooks like : Derbyshire, P. *Eddey on the English Legal System* etc. 3. legal dictionaries : Garner, B. *A Dictionary of Modern Legal Usage*. Gifis, H.S. *Law Dictionary*, Martin, A. E. *A Dictionary of Law*, Vukicevic, B. *Pravni recnik englesko-srpski* etc.

We have to point out that due to the restricted space not all the examples which were found in the corpus were registered in this paper, but we have shown and analysed only the most specific ones.

We used the syntactic paraphrase as a method of decoding the meaning of the compounds, the method that Lees (1968) used in his *The Grammar of English Nominalizations*.

## **The relation between the constituents in noun compounds**

Our research has shown that the greatest number of noun compounds consists of noun + noun. Besides this type of compounds very frequent are also : adjective + noun,

noun+adjective, -ing form +adjective, noun + -ing form , past participle + noun , noun +past participle, genitive form of a noun + an other noun and infinitive +noun.

The two constituents of these structures may be in different types of mutual relations and these relations determine the meaning of the compound. The noun compounds which consist of noun+ noun may look the same but the relation between their constituents may be quite different . So there is a difference in what these compounds express a. *majority rule* b. *birth-control* c. *bench trial* g. *courthouse* and d. *arrest warrant* . The compound *majority rule* shows the relation subject + deverbal noun , in the compound *birth-control* the constituents are in a quite different relation, i.e. verb + object, the object being sometimes before the verb, like in this case. In the compound *bench trial* we can see the relation *adverbial + deverbal noun* , and this compound expresses *place*: *‘a trial before the bench’*. The compound *courthouse* expresses *‘a state of belonging’*: *‘a house of the court’*, and *arrest warrant* expresses *‘intention’*: *‘a warrant for arrest’*.

In order to show these quite different types of relations on which the meaning of the compounds depend, in our analysis we applied a method from transformational –generative syntax by which we analysed the deep structure of compounds. We tried to give the statements of the underlying structures where it was possible. For example we discover the meaning of the *majority rule* via *‘The majority rules’* which expresses the relation *subject +deverbal noun* , mentioned above. The underlying structure helps us enter more deeply into the essence of the relation between the constituents *majority* and *rule* when they compose an entity , i.e. a compound.

Further on we divided the compounds into groups in which through underlying, i.e. deep structures the regularities and the differences between the deep and the surface structures are shown.

Thus, the difference between *court action* and *courthouse* can be explained by *The court acts* in the first compound and *The court has a house* in the second. They belong to two different groups because their constituents have different syntactic relations. That is where their different meanings originate from. The compounds we registered in forming the corpus and for which we can point out statements like the above mentioned ones are classified into the following groups.

### **Type “ Subject and verb”**

**A. SUNRISE** : subject + deverbative noun. ; “ The sun rises” . Lees (1968: 139) defines this type of compounds as Subject + Nominalized Verb. This type of compounds is very productive.

Examples:

court action – The court acts.

fire damage – The fire damages

judge president – The judge presides

majority vote - The majority votes

minority rule – The minority rules

**B. RATTLE SNAKE:** verb + subject ; ” The snake rattles”. Lees 1 (1968:137) also defines this relation as Verb + Subject . This type of compounds is not so productive. Such examples are :

cease-fire – The fire ceases

hit-and-run driver – The driver hits and runs

law enforcement agent – The agent enforces law

patrol car – The car patrols (the streets etc.)

patrolman – The man patrols (the area etc.)

**C. SUBSCRIBING WITNESS** : gerund + subject; ” The witness subscribes”. This type of compounds is very productive.

Examples :

deciding vote – The vote decides

examining magistrate – The magistrate examines

leading question – The question is leading one towards the expected answer

opposing party - The party opposes

prosecuting attorney – The attorney prosecutes

**D. DEMOLITION SQUAD** : nominalised verb + subject (Lees: 1968,143) . It means: The squad demolishes. Examples:

demolition team- - The team demolishes

induction center – The center inducts

investment bank –The bank invests

placement service The service places

reception committee – The committee receives

### **Type “ verb and object “**

In this type of compounds the object and the verb appear in different order. In some compounds the object comes first, and then comes the other part of the compound which appears in different forms, whereas in other compounds it is vice versa.

**A.BLOODTEST** : object +deverbative noun. The meaning is:” X tests blood” . This type of compounds are not very frequent. Some of them denote activity, some of them a result of an activity Such examples are:

bloodshed – X sheds blood

contract breach -X breaches a contract

jailbreak – X breaks a jail

manslaughter – X slaughters a man

self-defence – X defends himself

**B. CHILDSTEALING:** object + gerund : ”X steals a child/children” . This type is very productive. Such examples are the following:

blodletting – X lets blood

child-stealing – X steals (a) child(ren)

housebreaking – X breaks houses

pickpocketing – X picks pocket(s)

safecracking – X cracks (a) safe (s)

**C. TAXPAYER** : object + an agent noun with the suffix –er. ”X pays tax(es)”. This type of compounds is very productive and denotes doers of actions which are usually human beings.

Examples:

contract-breaker – X breaks (a) contract(s)

law-breaker – X breaks a law

lawmaker – X makes law(s)

leaseholder – X holds a lease

pawnbroker X lends money upon interest on articles of personal property pawned or pledged

safeblower – X blows up safe(s)

**D. PUNCHCARD** verb + object ( “X punches the card” ) (Lees 1968: 152)

Examples:

cutpurse- Someone cuts purse(s) i.e. steals money

cutthroat – Someone cuts throat(s)

pickpocket – Someone picks smb.’s pocket

telltruth – someone tells the truth-arch.

turnkey- Someone turns a key (in prison)

**E. HOUSINGALLOWANCE** : gerund and adverbial ; “ The allowance is for housing”

Examples :

blood grouping test – test for defining blood groups

parking ticket- ticket for (wrong)parking

voting machine – a machine for voting

voting paper- paper for voting

working permit – permit for working

### **Type “ verb and adverbial”**

**A.SWIMMING POOL:** gerund + adverbial ; “X swims in the pool”.

Examples:

place: hiding place – X hides in the place

nursing home - X is nursed in the home

polling booth - X votes in the booth

polling station - X votes in the station

time ; polling day – X votes on the day

**B. HOMEWORK** : adverbial + deverbative noun ; “X works at home”

Examples :

place: The first element denotes the place in which is or happens the second element of the compound. Examples :

place: bench trial –trial before the bench

court hearing – hearing in court

deathbed declaration – declaration at a deathbed

death row prisoner – prisoner in a death row

jailbreak – break out from a jail

shoplifting – lifting goods in a shop

time: life tenant - tenant for life (during his life)

others : blood relation- relation by blood

fire insurance- insurance against damage from fire

gunman - a man with a gun

jury trial – trial by jury  
tax-exemption – exempt from tax

### Verbless compounds

Type “subject and object”

**A. WINDMILL:** noun1 + noun 2 (noun 1 sets in motion noun2, the wind powers the mill”. For example :  
taxation burden – The tax causes a burden

**B. BLOODSTAIN :** noun1 produces noun 2, “the blood produces stain(s)”. For example:

war crime – The war produces crime (s) = crime committed in/during a war

war gains – The war produces gain(s) = gains from war

war prisoner – The war produces prisoner(s) = prisoner captured/taken in/during a war

**C. DOORKNOB :** noun1+ noun2 (noun1 has noun2) , “the door has a knob”. This is a very productive type. Noun 1 denotes objects and if it denotes living beings than genitive is used . If we compare *a table leg* and *a boy`s leg* we will notice that even the accent is different, namely in the first example which is a compound the primary accent is on the first element, and in the second example which is genitive, the primary accent is on the second element.

Examples :

courthouse: The court has a house

Crown privilege – The crown has a privilege

marriage breakdown – The marriage has a breakdown

police office – The police has an office

voters roll – The voters have a roll/register

### Type “subject and complement”

**A.:DARKROOM:** adjective + noun (“the noun is adjective, “the room is dark”)

Examples:

dead account – The account is dead

high treason - The treason is high

native-born citizen – The citizen is native-born

old standing debt – The debt is old standing

undercover agent – The agent is undercover

**B. DRIVER`S LICENCE :** possessive genitive. The meaning is “The driver has a licence”.

court`s order – The court has an order

magistrate`s court – The magistrate has a court

job-seeker`s allowance – The job-seeker has an allowance

King`s Bench – The king has a bench

Queen`s Bench Division – The Queen has a bench division



**C. ASHTRAY:** noun 1+noun 2 (noun2 is for noun1, “the tray is for ash”). This is a very productive type of compounds which express intention.

arrest warrant - a warrant for arrest  
divorce application - application for divorce  
drug theft charge – charge for drug theft  
jury box – box for the jury  
peace treaty – a treaty for peace

### **Conclusion**

From all the examples of compounds given above and their syntactic paraphrases we can see that compounds are an expression of the tendencies in languages for shorter, clearer and more concise expression characteristic for science in general, and for law as a scientific discipline as well.

The syntactic paraphrase is one very significant approach to semantic interpretation of noun compounds, but it should not be the only means, namely syntactic paraphrases should always be compared with the semantic markers of compounds in dictionaries.

Noun compounds and compounds in general are an important part of word formation in general English and in English for specific purposes as well. That is why we think it is necessary to pay greater attention to the processes of word formation in ESP student's books and dictionaries. In specialised student's books the process of formation of compounds should be treated in appropriate texts and grammar exercises, and as many as possible compounds should be inserted in specialised dictionaries as well.

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# ISSUES OF LOVE AND DEATH IN THE POETRY OF JOHN DONNE<sup>4</sup>

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## Abstract

According to the modern view a particular literary work cannot be analyzed only by its content, but one must take into consideration the environmental changes and the manner in which the author addressed the same in order to have a clear image. This paper discusses the poetry of one of the greatest minds in English literature, the metaphysical genius John Donne. Donne's writing is very complex and rarely renders a single meaning. He chooses to explore variety of meanings hidden behind a single thought.

Since it is impossible to pay attention to all the works he had written, we underline his poems that celebrate love and death, both as separate themes and also as one. We speak about the divided views of the critics which see Donne's love poems as a result of his metaphysical studies and those that write about Donne's "true self". Furthermore we underline the different approaches that Donne uses when celebrating or mocking love in his poems such as: true and "false" love, the difficulty of finding a faithful woman, the sun as lovers' greatest enemy, the difference between the spiritual and sexual love and the manner in which an ecstasy happens. However not all his poetry is witty and romantic. Donne was obsessed with death. What is so unique about him regarding the theme of death, is that Donne never treats death with fear. He does completely the opposite which is challenging death. Though in many of his poems death is the reason for the lovers' separation, he never allows death to triumph over people but writes about the freedom of the soul which comes after death.

By elaborating Donne's poems we will try to gain insight of "the writers soul".

**Keywords:** *love, death, literature*

## The Literary Context in which John Donne Appeared

In literature, there had been a traditional view of the artist as an individual who is extremely creative, original and sometimes even divinely inspired. But in recent times, this view has been replaced with a more up-to-date view about the author as a product of the environment and the existing discourses of the society in which he or she lives. The differences of the discourses of various authors are the result of the existing debates concerning different ideologies in the society in different periods in history. This also applies for one of the most outstanding figures of the Seventeenth century, the metaphysical genius John Donne. He was the father of what Johnson called metaphysical school of poets. Donne brooded much on death and on the relation of soul and body. As Johnson said, no poet ever sprang so many and such strange surprises on his readers than Donne. "Others had written of parted lovers, but who before Donne, at least in Western poetry, ever thought of comparing them to the legs of a pair of compasses?"<sup>5</sup> Critics like to say that Donne followed no fashion

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<sup>4</sup> Revisional scientific paper

<sup>5</sup> Herbert Grierson,; J. A. Smith, *Critical History of English Poetry*,(New Jersey: Humanities press,1983) p. 11.

in his writing. Some critics declared him as the first poet in the world “for some things” mostly because of the fusion between passion and wit in his love-poems and divine poems.

He writes about different aspects of human experience which might be the reason for the great freshness in his style together with his wish to defeat mortality. Donne’s poetry might be accessible, but on the other hand it can also be difficult and complicated. In his poetry he writes about needs and desires which seem to persist despite cultural differences, but he also explores the relation between erotic love and human spirituality. Most of his poems seem to refuse giving the reader a single meaning, but they explore variety of hidden meanings behind a single thought. We should also mention the different roles he adopts in his poems such as: a devoted lover, an unfaithful woman, a lover who feels cheated by his experience, one who is threatened by the great enemy – the sun, the bold suitor claiming his right to salvation. His poetry is full of contradictory views about love, women and the body.

Corns adds up to this that Donne’s poetry expresses the instability of human desire. He expresses various attitudes in his poetry but one seems to be the most persistent and that is the desire to have everything. This critic believes that this human desire is the one that causes pain as we cannot have everything because the world we live in is limited, thus it frustrates our desires and disappoints us. But it seems that the greatest characteristic of Donne is that besides his realistic assessment of those limits being beyond what he expresses, he never gives up wanting and asking for more.<sup>6</sup>

### **Introduction into the most common themes in the poetry of John Donne**

His writing bibliography has been mostly concerned with many themes, the most prominent of which seem to be the themes of love and death. Donne played with these themes in different ways. He has written poems that express true love which was probably his wife, and on the other hand he has created very “powerful” poems in a metaphysical manner. As one of the famous critics Naugle has written “For the enormously complex and vexed John Donne, the one in whom all *contraries meet*<sup>7</sup>, life was love – the love of women in his early life, the love of his wife (Ann More), and finally the love of God”.<sup>8</sup>

- Theme of Death

What appears to play a great part in his poetry is Donne’s complex personality. In his works he shares various opinions which might agree or conflict with each other. It is these opposing views which make his poetry fascinating. However this divergence is rarely presented as clear as it is shown in the theme of death.

As with most poets of his time, Donne was obsessed with death. He was convinced in the existence of an afterlife and at times he was unable to produce a unique view of this subject. Most of his poetry which deals with death presents it as something that people should fear from, though in some of his poems he belittles death and depicts it as something insignificant. As a Christian, Donne same as his contemporaries believed in the concept of an afterlife. In his time death was considered as the last stage that man should go through before he reaches the glory of heaven, the life that each human leaves with God as the promised end. The different treatment of this same topic can be understood by his fear of death or his search of different ways how to come closer to it, how to face it so that he will show that he does not fear death.<sup>9</sup>

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<sup>6</sup>According to: Thomas Corns, ed. *Donne to Marvell*, (New York: Cambridge University Press, 1993) p.144.

<sup>7</sup>Holy Sonnet 18

<sup>8</sup>David Naugle, “*John Donne’s Poetic Philosophy of Love*”

[http://www3.dbu.edu/naugle/pdf/donne\\_philosophy\\_love.pdf](http://www3.dbu.edu/naugle/pdf/donne_philosophy_love.pdf)

<sup>9</sup>Antonio Oliver, “*Views of Death in Donne’s Poetry*”

- Theme of Love

Most of Donne's poems are based on exploration of the love-relationship from man's point of view. Donne writes about different types of love. Critics have various opinions about the dedication of his poems. Grandsen thinks that only few of the poems in *Songs and Sonnets* have been linked to actual events and people in Donne's life, but he claims that the majority of the poems should only be thought of as expressions of moments of intense emotional activity inside the mind of the poet. Besides the poems being love-poems, it is not necessary to search for the source of their inspiration in actual people, because most of the "characters" probably exist only in the author's mind. Some poems may be associated with one specific woman, the poet's wife, the tone of others may be linked to Lucy Countess of Bedford. However, most of the poems should be seen as complete in itself as a real object.<sup>10</sup>

Grierson finds the deepest thought in the love-poems of Donne to be pricing of natural love which creates fullness of life. His love-poems are deeper than those of Plato elaborating the identity and affinity of souls. He is outstanding for writing with great passion in his *Elegies* or in *The Anniversarie* which is not cast out in them but absorbed. Donne tried to create harmony in his poems and brought poetry somewhat back to nature. He had a great influence in writing in his time by smashing the Petrarchan convention.<sup>11</sup> Louis Martz notes that "Donne's love-poems take for their basic theme the problem of the place of love in a physical world dominated by change and death. The problem is broached in dozen of different ways, sometimes implicitly, sometimes explicitly, sometimes by asserting the immortality of love, sometimes by declaring the futility of love". However, according to Martz the question for Donne, was "what is the nature of love, what is the ultimate ground of love's being?"<sup>12</sup> Similarly, N.J.C. Andreasen finds the central problem in Donne's love poetry to be the nature of love. He considers Donne to be exploring the nature of love and its purpose in most of his poems.<sup>13</sup>

Many critics have tried to make some kind of grouping of Donne's love-poems. We shall list only one, which is from the critic Andreasen. He puts Donne's poems in three general types. The first group according to Andreasen are those poems that treat love with cynicism, those that consider love to be limited only to sexual attraction. Then comes the second group which elaborate themes of romantic love, and finally poems which reflect the doctrines of Christian Platonism, although they might also be considered as philosophical rather than love-poems.<sup>14</sup>

### Issues of Love and Death in Donne's Poetry

One of the poems in which Donne elaborates the theme of love is "The Flea". The flea was considered as a popular subject for love poetry throughout Europe in the sixteenth century. Poets used it in different ways, but mostly connected the flea with the speaker's mistress, either being on her body or dying in her hands. The one who writes about the flea as

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<http://www.luminarium.org/sevenlit/oliver.htm>

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<sup>10</sup> According to: K.W. Grandsen, ed. *John Donne*, (London: Longsman, Green and Co.1954.) pp. 56 – 57.

<sup>11</sup> According to: Herbert Grierson, ed. "Donne's Love Poetry", in *John Donne: A Collection of Critical Essays*. Helen Gardner ed., (New Jersey: Prentice Hall.1962), pp. 39 – 40.

<sup>12</sup> Louis Martz, "John Donne: Love's Philosophy", in *Songs and Sonnets: A Casebook*, Lovelock, Julian, ed. (London: The Macmilan Press, 1973). pp. 169-172

<sup>13</sup> According to: N.J.C. Andreasen, *John Donne: Conservative Revolution*. (New Jersey: Princeton University Press, 1967), p. 13.

<sup>14</sup> N.J.C. Andreasen, *John Donne: Conservative Revolution*, p. 17.

a subject for a seduction game is of course Donne. He uses a “meaningless” creature to create a game in his poem, which is one of the many characteristics that made him an outstanding poet. This is one of those poems where Donne is considered to be rather cynical. Critics find the poem to be both realistic and unrealistic. Unrealistic because man and woman are not usually seduced into a love game by a flea, but it also gives sense of reality as the way it accepts the sexual relationship which can include an element of play.<sup>15</sup> Besides the different use of the flea as a subject, we would also like to draw attention to the manner in which the poem was written. The poem is presented as a kind of debate between a man and a woman, where the real audience is the reader.

So, this poem is a kind of a dialogue or game where the speaker tries to make a reluctant woman one of his many conquests. With this view certainly agrees the critic Corns who claims “The Flea” to be “a seduction poem in which the speaker uses a series of dazzling, witty arguments to convince a reluctant woman to go to bed with him. The speaker displays control, elegance and power through verbal wit and argument, though the poem attributes an interesting independence and intelligence to the mistress who repeatedly frustrates his desire for conquest”.<sup>16</sup> Donne shows us a speaker with great ability, who seems ready to try anything in order to achieve his “goal”.

As we discussed the variation of the motif that Donne uses in his poem, we must mention that he had a different aim than any writer of his time. It does not seem plausible that an early Elizabethan would write a lyric about a flea, because his aim was to idealize the real, to adorn it with certain verbal beauties. Therefore he/she would not write a song about a flea because it would be an incompatible subject for that purpose. On the other hand Donne wanted to realize the ideal, so he used such a real creature as a flea which did not remain a flea for long because it has bitten and sucked the blood of both the speaker and the girl (“It suck`d me first, and now sucks thee, / And in this flea our two bloods mingled be”<sup>17</sup>). Grandsen considers that Donne sees the flea as one of the million created objects in the world which are equal because they all add up to the created world, so Donne uses it to create another poem dealing with the theme of love.<sup>18</sup>

As somewhat opposite to “The Flea”, stands Donne’s most direct statement of ideal love “A Valediction: Forbidding Mourning”. The word “valediction” represents the act of saying goodbye. In both “A Valediction: of Weeping” and “A Valediction: Forbidding Mourning” the theme is one of parting i.e. the speaker is parting from the lover, but both the poems communicate very different moods. If we consider “A Valediction: of Weeping” as a request, we can also say that “A Valediction: Forbidding mourning” is a poem about persuasion. In “A Valediction: Forbidding Mourning”, the speaker asks his beloved not to cry or give a sigh because it will make things more difficult but they will still need to say farewell. The poem is full of metaphors and comparisons which hide between themselves the theme of true, spiritual love. The lovers are preparing to leave each other without mourning which is forbidden even in the title.

This poem is one of those where Donne celebrates earthly love known as “religion of love”. This feature is also famous in “The Canonization” and “The Ecstasy”. The speaker expresses his love and tries to persuade his beloved not to mourn but to be calm. He adds that in that calmness they can enjoy their holy love which is both spiritual and sexual. The speaker treats

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<sup>15</sup>According to: Phillip Mallett, *York Notes On: John Donne’s Selected Poems*, (New York: York Press, 1999.)p.28

<sup>16</sup>Thomas Corns, ed. *Donne to Marvell*, p.127.

<sup>17</sup>John Donne, *Poems of John Donne, Volume 1*, E.K.Chambers ed., (London: Lawrence & Bullen, 1896) lines 3-4

<sup>18</sup>According to:K.W. Grandsen,ed, *John Donne*, pp.64 – 65.

their love as sacred and he adds up that they must be strong to overcome a temporary separation. Donne treats their love as sacred, elevated above that of ordinary earthly lovers. He argues that because of the confidence their love gives them, they are strong enough to endure a temporary separation. Donne finds way to suggest that the two lovers should not be separated at all, because the two create one soul and their love leaves in that soul. Critics argue that the ending of “A Valediction: Forbidding Mourning” is one of the most famous metaphysical conceits of Donne. He compares the lovers with a drawing compass just to show that they will always be close.<sup>19</sup>

If we speak about the inspiration for this poem, Izaak Walton in his “Life of Dr. John Donne” says that Donne gave this poem to his wife before leaving to travel in France, Germany and Belgium in 1611, but modern editors started to doubt this claim. Whatever the reality behind the story, as a reader, I find the feeling of the poem to be remarkable. It seems that although the lover tries to persuade his beloved that the separation will not affect their love he tries to remember the last gaze, the last kiss, which are the moments which make the separation so stressful.

“But we by a love so much refined,  
That ourselves know not what it is,  
Inter-assurèd of the mind,  
Care less, eyes, lips and hands to miss.”<sup>20</sup>

(lines 16-20)

Whether Donne speaks for himself or he has created a “character”, the speaker of the poem states that the separation with his beloved will be painful. No matter what the speaker says to consolidate his beloved, they must be separated for a while and he does not negate that it will be equally difficult for him too. With this point of view agrees Mallett who has written that “Despite the elaborate comparisons and analogies, the poet cannot deny that their separation will be acutely painful and that there is no argument which can take away the pain”.<sup>21</sup> Corns adds up to this by saying that this kind of love cannot be experienced by many people. Donne presents his lovers as ideal, they embody wholeness and spiritual grace. He also suggests that the lovers are the clergy of love, therefore, their love is a mystery which is kept secret from the “laity” (the ordinary people).<sup>22</sup>

On the other hand, “A Valediction: of Weeping” opens with the speaker’s defence of his tears. The tears are treated as coins, emblems, globes or worlds. Some critics take these images as evidence that Donne’s feelings were not real because there is contradiction between intellectual complexity and emotions. On the contrary other critics believe that powerful emotion can be transferred into intellectual energy very easily.<sup>23</sup> I believe is needless to say that neither of these claims needs to be taken as truth.

With one of these views agrees Grandsen who writes that “the subject is the intellectual significance and point of the man’s feelings as they struggle to render themselves articulate against the “natural”, spontaneous but wholly empty protestations of the woman”.<sup>24</sup> This critic, same as many others, sees “A Valediction: of Weeping” as an honest exclamation of man’s feelings versus the false woman’s sighs and tears. His tears are signed by her and while they are falling down they reflect her image (the tear is a mirror). With his tears falling, her reflection in it falls too. The metaphor behind the falling tear is the man’s certainty.

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<sup>19</sup> “A Valediction: forbidding mourning”

<http://www.sparknotes.com/poetry/donne/section5.rhtml>

<sup>20</sup> John Donne, *Poems of John Donne, Volume 1*, E.K.Chambers,ed. p.52.

<sup>21</sup> Phillip Mallett, *York Notes On: John Donne’s Selected Poems*, pp. 49-50.

<sup>22</sup> According to: Thomas Corns, *Donne to Marvell*, p.137.

<sup>23</sup> According to: Phillip Mallett, *York Notes On: John Donne’s Selected Poems*, p. 44.

<sup>24</sup> K.W. Grandsen, ed., *John Donne*, p.69.

Somehow he knows that the woman will be unfaithful as soon as he leaves. Their love is nothing too (“When a tear falls, that thou fall’st which it bore / So thou and I are nothing then, when on a divers shore”<sup>25</sup>). In the second verse, Donne compares the speaker’s tears to a globe. He makes this comparison because the globe is blank (nothing) until the cartographer paints on it a copy of the world – then it becomes “All”. Donne claims that the speaker’s tears are meaningless as the globe but when the “are given” a copy of her, they became worlds. (“Till thy tears mix’d with mine do overflow / This world, by waters sent from thee, my heaven dissolvèd so”<sup>26</sup>). In my opinion, the poet’s tears stand for the world, and they are nothing without her image, while her tears destroy everything. Her tears are destructive.

The woman’s tears are destructive because they are false. He asks the woman not to weep at all, but leave it to him. And finally, the poet adds “Do not sight”. He forbids her to express any emotion as it will be false and therefore destructive.<sup>27</sup> At the end Donne gives the argument of the speaker’s sadness. He is sad because he is leaving her and he weeps because he fears that their love will end in the same moment when he will leave. Even more, he is sad because he knows that her tears are “merely physical i.e. merely woman’s” which means that they are not real. He thinks that the reason that she cries is because he cries too. That is why he begs her to stop crying – she destroys the meaning of his tears. If she cry with him his tears will have no value same as hers. Both songs deal with the theme of separating the lovers, but “A Valediction: Forbidding Mourning” is more sensitive and deals with true love, while “A Valediction: of Weeping” elaborates the theme of unfaithful woman who uses the tears as a weapon to show that she really cares, that she really loves him.

Unlike the two previously discussed poems, there is a poem which elaborates the theme of love from another perspective. That poem is “The Broken Heart”. Donne appears to be harsh with his expressions, saying that women are pitiless, cruel, loveless and as such they broke his heart, and after such affair he cannot love another one. The idea being transmitted is quite simple i.e. people should not fall in love because love destroys the heart that feels it.

In each stanza the theme is discussed from different point. In the first stanza he approaches the idea by saying that love is an inevitable part of people’s life. He even compares the act of falling in love with “having the plague a year” or “seeing a flask of powder burn a day” just to indicate how hard it is to comprehend love. People do not fall in love because they choose so, but because they are forced to. Then Donne continues to explain to the reader how much power the love has. Love is compared with grief, but unlike love grief comes and goes, it is temporary. On the other hand love swallows us, swallows our heart completely. Then love is compared with cruel forces as sometimes the lovers are hurt from the experience of love. Furthermore lovers are compared with soldiers. Soldiers fight with weapon while lovers fight against the force of love. The soldier may run away from a bullet, but a heart that is in love cannot run away from its force. In the third stanza we are presented the real reason for the speaker’s hatred towards love. He fell in love once but that love was not returned to him. Donne presents this as “bringing a heart into the room” but leaving with none. The speaker is also convinced that his heart did not go to the woman he fell in love with, because if she took his heart she should have learned how to love him back by now. Donne presents in the poem the moment when the woman rejected the speaker, as the moment when his heart being like a glass has broken into thousand of pieces. And since it was one broken that heart can love never again. The speaker explains to the reader that his

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<sup>25</sup>John Donne, *Poems of John Donne, Volume 1*, E.K.Chambers,ed. p. 39, Lines 8-9.

<sup>26</sup>John Donne, *Poems of John Donne, Volume 1*, E.K.Chambers,ed. p. 39, Lines 17-18.

<sup>27</sup>According to: K.W Grandsen, ed, *John Donne*,pp. 66-67.



heart is still in his breast but since it is in many pieces it cannot love again, it can like or adore but it can never feel true love again.<sup>28</sup>

Critics classify “The Broken Heart” as one of the best metaphysical poems. It appears to be quite difficult understanding the language he uses as he makes a mix of several ideas in one theme. However, the problem of understanding is solved once the basic idea is grasped. It is also characteristic for “The Broken Heart” that Donne approaches love from several different angles. He compares it with grief and violent disease which is not common among the rest of his contemporaries.

A poem which elaborates another type of love is “The Canonization”. This poem describes the great love between two people, which even if impossible in the real world, it can become legendary through poetry, and the speaker and his beloved will be like saints to the later generations of lovers. To put it in Mallett’s words – ““The Canonization” is a poem of a perfect love relationship which will be a model for future generations of lovers to copy. Here Donne starts by comparing the lovers to insignificant and short-lived flies and moths, and then to the magical and self-renewing Phoenix”.<sup>29</sup> The poem opens by defending the private world of the lovers against the public world. The speaker gives significance to sexual love and claims that he and his beloved should be canonized as saints. He opposes throughout the poem to the greedy, materialistic world and adds that he and his mistress are like martyrs and will die like martyrs, whose way of loving will remain like a pattern for the future generations to copy. Corns suggests that by making comparison between religious experience and sexual love, a question arises whether Donne is serious, humorous or blasphemous.<sup>30</sup>

Even more Corns writes “With its spiritual powers, love seems enduring, constant, and capable of transcending the physical, mutable world”.<sup>31</sup> What this critic is trying to explain with this seemingly simple thought is that – it is love that can overcome everything. Its powers are everlasting and can rise love very high, even above the real world.

Yet another view with concern to the main idea in the poem, is that future generations are made to invoke the dead lovers. The lovers live in a world of themselves, but a violent force performs diminution of the external reality. This is a fantasy, which according to Davies is played with breath taking élan in which the world enters eye, which eye becomes a mirror so that the dead lovers become spies due to their mutual gaze.<sup>32</sup> I think that this might be the main idea in the poem. Donne presents the dead lovers and it seems like he is asking “the world” to evoke them, he is showing the world the real way that they should use to evoke the lovers.

Yet Grandsen gives another picture of the main idea in this poem. He addresses “The Canonization” as the one with the famous opening “For God’s sake hold your tongue, and let me love”, stating it to be a poem in which the macrocosm is being epitomized in the microcosm. This motive occurs in the last verse:

“You, to whom love was peace, that now is rage,  
Who did the whole world’s soul contract, and drove  
Into the glasses of your eyes,  
So made such mirrors, and such spies,  
That they did all to you epitomize –

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<sup>28</sup> “The Broken Heart” <http://www.sparknotes.com/poetry/donne/section1.rhtml>

<sup>29</sup> Phillip Mallett, *York Notes On: John Donne’s Selected Poems* p.34.

<sup>30</sup> Thomas Corns, ed. *Donne to Marvell*, p. 136.

<sup>31</sup> Thomas Corns, ed. *Donne to Marvell*, p. 136.

<sup>32</sup> According to: Stevie Davies, *John Donne*, Plymouth: Northcote House (in association with The British Council), 1994).p.24

Countries, towns, courts beg from above  
A pattern of your love”.<sup>33</sup>

(lines 39-45)

The lovers created a world for themselves and the only thing they need is only the both of them and nothing else. They are enough for each other and their love will live in that microcosmic world that they created that has no decay.<sup>34</sup> We cannot say that what Grandsen suggests as a main idea is not the main idea of the poem. It seems to me that Donne has inserted many ideas in one poem, therefore we cannot exclude neither one of these views as being false.

A poem which also expresses happy love and develops further a theme of two lovers making up one world is Donne's "The Sun Rising". The speaker tries to persuade his mistress that he does not care about the outer world, but it seems that he is quite alert. Throughout the poem we can see that he does not turn away from the world but he tries to bring that world into the small world he shares with his beloved.<sup>35</sup> A motive which is common in Donne's love-poems is the creation of a new world by the lovers. Unlike other poems of Donne, here this motive goes even further or as Grandsen has written – "The love-relationship is expressed in many of those poems as the way of creating a complete world. Sometimes this seems almost a declaration of solipsism on the part of Donne as for example in "The Sun Rising". ("She is all States and all Princes I / Nothing else is")<sup>36</sup>. I think that what Grandsen is trying to convey is that "In the Sun Rising" Donne is ascending the lovers so high, so that they are not only enough for each other, but they are above all. She is compared to all states, and he to all princes. Stevie Davies has somewhat different view about the meaning of these lines. According to him these famous lines are also considered as "sexual possession of the female which is characteristically equated with territorial acquisition. Though this proprietorial relationship of man ruler to female demesne may on occasion be reformed into a mutual common wealth of precious parity in which they are both, uniquely, Kings of one another".<sup>37</sup> Davies sees the relationship between the lovers not as equal, but the man is the ruler, he is on a higher scale than the female i.e. he "possesses" her. I would agree with both of these views. Firstly, if we see these lines as some kind of declaration it seems plausible to me that the lines can have a metaphorical meaning that the lovers are above all. But on the other hand if we see these lines like Davies does, it is again acceptable because "he is all princes" and "she is all states" which means that the prince can possess the states. So, either of the critics can be right about what Donne wanted to convey with these lines.

When we talk about this poem, it is inevitable to discuss the role of the Sun. In "The Sun Rising" Donne uses different names to address the sun in order to obtain the value of his love. At the beginning the sun is addresses as elderly voyeur, then the speaker tries to persuade the sun to leave them alone and sends him off to "look for both the India's" and finally the speaker finds its presence comfortable. He invites the sun to perform its duties and shine by standing still. As the poem begins we are presented a great love that the speaker wants to preserve. After the act of making love he tries to lose sense of time and that is the reason that he wants the sun to go away. Throughout the poem he glorifies love and claims that their world is special and a lot different from the ordinary life. He even believes that he can be mortal as long as he is rapt in love. Critics believe that according to Donne, love has supreme value over the ordinary materialistic world. At one point the lover is compared with the sun as he is continually looking at his beloved, same as the sun does not stop shining.

<sup>33</sup> John Donne, *Poems of John Donne, Volume 1*, E.K.Chambers, ed. pp. 12-13.

<sup>34</sup> According to: K.W. Grandsen, ed., *John Donne*, p.78.

<sup>35</sup> Phillip Mallett, *York Notes On: John Donne's Selected Poems* p.32.

<sup>36</sup> K.W. Grandsen, ed., *John Donne*, p.89.

<sup>37</sup> Stevie Davies, *John Donne*, p.32.

They are both devoted to the things they are “looking over for”. The lover continues by making claims for his great love and trying to get rid of everything that appears to be a treat to his love. Here the enemy seems to be the sun, as it shows the lover that a new day has already began and he must separate from his mistress. But for the lover she is the whole world and there is no other place that he can go to as the whole world is contracted between the two of them. However, it seems plausible to me that the lover is completely aware that he must surrender to time. At the end of the poem he begins to accept the reality, but still pretends as he does not. (“Shine here to us, and thou art everywhere / This bed thy centre is, these walls thy sphere”<sup>38</sup>). The critic Pinka finds this moment in the poem as a combination of reality and fantasy. The lover accepts the presence of reality, the existence of the sun and time for their own sake. Furthermore he invites the sun to shine everywhere because it cannot harm his pure love.<sup>39</sup> Donne starts by treating the sun as an enemy but ends by naming it a “friend”. It seems to me that the speaker’s attitude changes according to his fear. At the beginning the sun is an enemy because the speaker feels that he must defend his love from somebody/something, but as the poem goes on he realizes that the sun shines everywhere and it gives life to things, so he stops trying to send the sun away. I think that the speaker’s opinion changes towards the end of the poem because he is sure that their love can overcome everything, that their love is strong enough so he does not need to protect it from the “enemies” anymore. So, he ends the poem by challenging the sun to shine and not to hide as he first asked it to do.

A poem which puts the theme of love within the same lines with the theme of death is Donne’s “The Relic”. Since the beginning of the poem there is a sense of the whole situation being “held back”. The poem opens with revealing the dig up of the poet’s grave, which presents the dead poet wearing a lock of woman’s hair around his arm. Then he starts explaining that he might be adored as a relic because he and his mistress already proved to be a miracle. They experienced the power of platonic love without physical love so they have already done a miracle. He adds that to experience that with a woman, the woman herself must be something of a miracle. Critics classify this poem as a new kind of love-poem. It includes Donne’s most elaborated themes – theme of love and death in one place. At the last stanza we are presented the dead poet and at the beginning we are introduced with the device which the poet considers it to be the symbol of his love-story even in grave. However, throughout the poem we can face with the absurd arising from such love-affair. (“All women shall adore us, and some men”<sup>40</sup>). This line shows the difference of attitude both to religion and love. The fact that the woman takes both forms of adoration is central to the poem.

Discussing “The Relic” must also include the different opinions that critics have about the symbolism of the bracelet which the speaker has around his arm and also about the poem’s theme. The poem joins the love of the lovers in death in a symbol of passion. Then the question is asked – “Will he not let us alone?” Then follows the digging up which clearly gives a negative answer to this question i.e. that the lovers will not be left alone. The digging up is supposed to be woman’s fault because the bracelet must have given someone the idea that the lovers are relics of religious power. Some critics see the bracelet as a symbol of true love which means that it equals miracle, producing an idea of sacred love. About the poem’s theme Grandsen has written – “With all its idealness, this is a poem which is fantastic without affection, witty without triviality and original without absurdity. “The Relic” treats the traditional theme of love in an unconventional manner. It treats love less intensely, less

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<sup>38</sup>John Donne, *Poems of John Donne, Volume 1*, E.K.Chambers,ed. p. 8, Lines 29-30.

<sup>39</sup>According to: Patricia Garland Pinka, *This Dialogue of Two: The Songs and Sonnets of John Donne*.(Alabama: The University of Alabama Press, 1982)

<sup>40</sup>Donne, John, *Poems of John Donne, Volume 1*, E.K.Chambers,ed. p. 66, line 19.

universally and says less about man".<sup>41</sup> Some critics, including Grandsen in them, see "The Relic" as a poem "wholly" dedicated to woman. This is probably true because it is the woman that is described in the poem, her beauty, her hair. The speaker is left somewhere in the background. It treats love less intensely because it is not an entirely love poem. "The Relic" elaborates both love and death, giving the main stress on the theme of death since the whole "action" described occurs in the lovers' grave.

Although it seems that the main idea of the poem is to show the eternal love of the lovers, we must also mention the absurdity of this idea because the lovers, which also includes the speaker of the poem, are dead. The idea of two faithful lovers in one tomb, not only seems to have lack of romance, but Davies claims it also gives the poem sense of cynicism. He even adds that the absence of rationality in the poem is a way of presentation of the psychological truth within the poet's mind. He believes that this psychological truth is presented in Donne's poetry and creates conflict and burdens the male mind.<sup>42</sup>

A sonnet in which Donne has elaborated only the theme of death is the famous one "Death Do not Be Proud". Unlike the other poets, who in their poems usually fear death, Donne mocks it. The argument of the sonnet is that death is not all – powerful and we should not fear death because it is just a form of sleep from which we shall awake one day, according to some critics that day will be the Day of Judgement. It is that day when death will be abolished and eternal life will start existing.<sup>43</sup>

Donne's treatment of death is very harsh. He denies it being "mighty and dreadful" as people believe it to be. Throughout "Holy Sonnet 10", Donne personifies death, giving reasons to the reader to believe that death is just an escape from life and we should not fear it at all. He expresses his feeling by giving a monologue in the presence of death, he tries to show the reader the mortality of death. Donne tries to show the ineffectiveness of death and to show how short effect it may have by comparing it with a rest or sleep. The two conditions give way to the reader to imagine death as a peaceful nap as we all know that having a rest is not a permanent situation. Donne even adds that death must be some kind of pleasure, that it is something that people should enjoy just as they do when they go to sleep. It should be a pleasant experience. He tries to show the reader that you can have different feelings towards death but not fear it. It is just a peaceful escape from life. He adds up other words to humiliate it such as "slave" and "poppy". By these metaphors he is trying to show death's weakness and to explore the options that death cannot be always painful but relaxing. It is very important that we pay attention to the way Donne chooses the words to address death. At the end he uses the word "eternally" to show that life after you wake up from death will be everlasting.<sup>44</sup> Donne uses his choice of words very effectively to convey the theme that death is not the overpowering force that society believes it to be. I think that Donne tries to belittle death in order to assure himself that he is not afraid of it, because he is not sure whether he should fear it or honour it. In the entire sonnet, he expresses his view towards death as unimportant and glorifies "life" after death. It seems doubtful to me whether Donne is trying to tell the reader that death is not "mighty" or he is trying to persuade himself that he should not fear death, because nobody really knows what death is like.

Another love poem, but in a metaphysical manner is "The Good Morrow". This poem expresses the incompleteness of love without the three components which are physical, sensual and sexual love. Here Donne elaborates an idea of perfect love by joining both the

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<sup>41</sup>K.W. Grandsen, ed., *John Donne*, pp. 61-63.

<sup>42</sup>According to: Stevie Davies, *John Donne*, p. 40.

<sup>43</sup>According to: Phillip Mallett, *York Notes On: John Donne's Selected Poems*. pp. 62-63.

<sup>44</sup>Antonio Oliver "Views of Death in Donne's Poetry"

<http://www.luminarium.org/sevenlit/oliver.htm>

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body and soul and neither of them can form perfect love on their own. He gives an idea of balance between the two. Neither of the two can disrespect the other. It is the new dawn of love that brings together these two elements. Donne presents love as a kind of dialogue between the two. None of them shall try to win power over the other and love is born only in the eyes of the two. It is only with truth and pure harmony that love can win over mortality.<sup>45</sup> At the beginning of the poem Donne astonishes the lover with a discovery that he and his beloved have wasted their time on naive diversions when they might have been enjoying their unique relationship. Then he continues by joining their worlds. The lovers must be made happy with their own world because other possible desires and ambitions have entered the lover's mind. The world is well lost because, since each of the lovers is a complete world, each has gained an entire world merely in possessing the other. And finally he concludes the poem by stating that their love cannot die, since their love is the product either of a complete fusion of their souls into a single identity or fusion of a conjunction of two separate love experiences which are identical and inherently stable.

According to Mallett the whole poem is organised around two metaphors which are the creation of a new world of true love by the lovers and their walking in a new life together. Mallett believes that Donne was not satisfied with neither of the images. He believes that Donne does not give decorations to the poem but arguments in order to reveal more about love, about the experience one has in love.<sup>46</sup> On the other hand, Corns sees the poem from another perspective. According to him the speaker of "The Good Morrow" claims that his experience of mutual love gives him a new perspective from which the rest of the world looks insignificant:

"And now good-morrow to our waking souls,  
Which watch not one another out of fear,  
For love all love of other sights controls,  
And makes one little room an everywhere.  
Let sea-discoverers to new worlds have gone,  
Let maps to other, worlds on worlds have shown,  
Let us possess one world; each hath one, and is one".<sup>47</sup>

(lines 8 – 14)

Corns adds that the only world that is worth exploring is the world of love. It a microcosmic world which contains everything of value and it is even more important than the macrocosm. However he also suggests that dividing the two worlds creates a kind of parity because even though it is perfect, the world of love will be incomplete without the real world, it will not include the sense of reality but only imagination.<sup>48</sup> It is this perfection that the poem ends with – the hope that their love will defy the ordinary process of time, they will be united forever. The poem suggests that the lovers' love is perfect. They both have their "worlds" but it is their love that unites the two worlds into a single one i.e. the perfect one. Grandsen sees "The Good Morrow" as a poem of mutual love, which include a change of two separate souls into a single one, a unity of two hemispheres in one world that includes everything".<sup>49</sup> I would say that "The Good Morrow" is one of the poems where Donne writes about true love, but the only one where he does it with perfection. What I want to say is that Donne has written plenty songs about true love, but none of them brings the lovers so close to perfection, to perfect love relationship as it happens in "The Good Morrow". Here Donne

<sup>45</sup> According to: Patricia Garland Pinka, *This Dialogue of Two: The Songs and Sonnets of John Donne*, pp. 106-108.

<sup>46</sup> According to: Phillip Mallett, *York Notes On: John Donne's Selected Poems*, p. 29.

<sup>47</sup> John Donne, *Poems of John Donne, Volume 1*, E.K.Chambers, ed. p. 3.

<sup>48</sup> According to: Thomas Corns, ed. *Donne to Marvell*, pp.135 - 136.

<sup>49</sup> K.W. Grandsen, ed., *John Donne*, p. 77.

shows the union of the two worlds as something very beautiful and the one world that is created out of it contains everything of value.

Donne's "Love's Alchemy" is another poem which elaborates the theme of physical love. Critics like to claim that this poem is difficult to understand unless we are familiar with alchemical theories of that time. Therefore I shall shortly discuss these theories by making comparison with the poem. The alchemist's desire was to find a way to produce the elixir of life i.e. the stone which will give him eternal life. In the poem, this claim is similar with the speaker's search for totality of love, which seems to be as futile as the philosophers search for eternal life. The alchemist has not got the stone yet but he continues seeking for it because he does not know what he may get from the process. If it does not turn to be an elixir it might turn into some medicine. In the same way the poem explains that when two lovers fall in love they do not know what may come out of it. As the poem suggests the result of their love might be pregnancy. When they go for the adventure, the lovers probably dream for romance or sexual bliss, but instead they are "cursed" with pregnancy and the duties which come with that act. This act makes them dreamers same as the alchemist who might seek to be able to transform metal into gold because he is greedy. In the first stanza Donne introduces us with the winter which is a symbol of death and coldness. In the second stanza Donne starts challenging the reader to understand the risks of falling in love. Therefore he dares the reader to take that risk and see what turns out of it. Meanwhile he also tells us that the one who takes the risk might also be happy only by understanding the game of evasion. It means that the bride and groom must face the truth that the female principle will never resist the masculine energies. Therefore he gives advice to the "loving wretch" not to expect to find in woman the angelic intellect that he must be looking for. So according to Donne he must not proclaim that he takes her as a mate because of her characteristics. Donne claims to know that the day when he will give the marriage vow he is sure that the man will be very happy like he is hearing the bells from heaven. But that will all be false. Here he gives the reason – one should not hope for mind in women, since at their best, they are "mummy possess'd". This can be understood as a male proclamation of female character but at the same time there might be something deeper hidden behind it. As Donne shows throughout the poem, male and female are just two halves of the whole.

The relation between the lover and the deluded alchemist is that same as the alchemist is searching for the elixir in his pot, the lover is trying to find that elixir in his beloved who will cure him of all diseases and even prolong his life, but he is wrong. Donne explained the whole idea of the poem with the two final lines ("Hope not for mind in women; at their best, / Sweetness and wit they are, but mummy, possess'd"<sup>50</sup>) – the lover can hope for everything but at the end he will see that he was just dreaming and shall be happy with whatever he gets from the female because women cannot be trusted.<sup>51</sup> With this view of "Love's Alchemy" agrees Corns saying that the speaker of the poem believes that sexual love is overrated because according to him "going to bed with a woman is like having intercourse with a dead body". He believes that love is only physical i.e. sexual and does not involve marriage of minds.<sup>52</sup> As a reader, I feel that the speaker saw "the truth" in women which is – there is no truth in women, they cannot be trusted. Actually that is the basic idea in the poem – to show that women are unfaithful and they cannot be trusted and therefore should not be loved.

John Donne's "Song: Go, and Catch a Falling Star" is a kind of love song which describes the "true" women's face. The main idea of the poem is to show how hard it is to find a woman which will be fair and faithful at the same time. Therefore Donne introduces a number of impossible tasks such as: catching a falling star, hearing the singing of the

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<sup>50</sup>John Donne, John, *Poems of John Donne, Volume 1*, E.K.Chambers,ed., p. 41. lines 23-24.

<sup>51</sup>According to: Phillip Mallett, *York Notes On:John Donne's Selected Poems*. p. 45.

<sup>52</sup>Thomas Corns, ed. *Donne to Marvell*, p.138.

mermaids or getting pregnant with a mandrake roots. In the final stanza Donne implies that even if a man spends a thousand days and nights he will not find that perfect woman, instead he will see a lot of strange things and wonderful at the same time but a fair and faithful woman will not be between them. He continues to end the poem with a statement that even if he knew where this perfect woman was, until he gets to her, she will be as false as all other women.<sup>53</sup>

It seems that poems based on a list of impossible tasks used to be quite common in Donne's time. Here the highest impossibility is to find a woman who will be faithful and beautiful. It is a type of poem which unites two ideas – finding a true love (woman) and women's unfaithfulness.<sup>54</sup> Whether cynical or humorous, the poem again revisits the theme of unfaithful woman, same as the previous poem we discussed. Although different in form, both "Love's Alchemy" and "Go and Catch a Falling Star" are poems which tend to belittle women, to put them somewhere beneath men. The woman is the one who is guilty for everything: she is unfaithful, false and fair. All her characteristics whether positive or negative, are seen as negative. Both of the poems are obviously written by a male poet since a woman would not write such misogynistic claims about herself. For Donne, nothing is enough. The woman can be beautiful, faithful and so on, but he could never trust her.

"Sweetest Love I Do not Go" is a simple poem on the theme of parting, which seems to express Donne's true feelings. Donne uses the separation as a kind of death in many poems, here for example it is expressed in the tender blackmail of the fourth stanza, suggesting that the woman's grief is unkind, and the speaker begs her to stop crying for his sake if not for her own.<sup>55</sup> This poem is supposed to have been written by Donne on the occasion of his leaving for Germany. The poem is simple and old-fashioned in its form and manner and it elaborates even more old-fashioned theme – true love.

Grandsen supposes that even a great mind, like John Donne, must have been in love and lays this poem down on his true love. This is one of Donne's simplest poems that has no metaphorical meaning hidden behind it. He has written that Donne was determined here to speak in his "true person", as a husband not as a metaphysical poet. She is the woman whom he loved and the one who would probably not understand much of his verse, so Donne wanted her to have one song which she should understand and be comforted by. Especially, the last verse has an Elizabethan tone. "It is as if today, a "modern" poet writing a special private poem for someone whom he loved and who had no literary pretensions, should feel it to be fitting and natural to slip softly into a form and manner familiar to the non – specialist".<sup>56</sup> A question arises whether the song was written for his wife or was just one of the plenty metaphysical poems. However, if we pay attention to the simplicity of the style that Donne seems to be using in this song, it should be obvious that this is not a metaphysical poem. Instead, this is a poem whose lines come directly from the author's heart, a poem about true love.

A poem which elaborates somehow opposite theme than "Sweetest Love I Do not Go" is Donne's "Love's Deity" where he elaborates the theme of unreturned love. The poem begins with the speaker presenting us the argument that love is true love only when both members of the relationship love each other equally. The speaker's wish is to go back, a lot of years before this time, so that he will not be obliged to love somebody that does not love him back, because the God of love was not born yet. Eros, the God of love is described

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<sup>53</sup>Jordan Dickie "John Donne's Go and Catch a Falling Star Analysis"

[http://bestword.ca/John\\_Donne\\_Song\\_Go\\_and\\_Catch\\_a\\_Falling\\_Star\\_Analysis.html](http://bestword.ca/John_Donne_Song_Go_and_Catch_a_Falling_Star_Analysis.html)

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<sup>54</sup> According to: Phillip Mallett, *York Notes On: John Donne's Selected Poems*, p. 31.

<sup>55</sup> According to: Phillip Mallett, *York Notes On: John Donne's Selected Poems*, p. 36.

<sup>56</sup>K.W. Grandsen, ed., *John Donne*, pp. 68-69.

as a tyrant who does not care about the feelings this two people had before he made them a couple. The speaker tells the reader that he is forced to love this woman, but even so he cannot have her but she must stay with her husband. Mallett writes “This is a rather formal poem, based on the idea of a “golden age” in which love was given and accepted freely, and the God of Love did not have the power to make anyone fall hopelessly and unsuccessfully in love, as the poet has now done. But having seemed to suggest that he has experienced the worst pain the God of Love can inflict, Donne characteristically complicates the poem in the last verse; the woman he loves could only come to love him by betraying the man she already loves, and to see that would be even more painful than to endure her rejection of him”.<sup>57</sup>

“Rebel and atheist too, why murmur I,  
As though I felt the worst that love could do?  
Love might make me leave loving, or might try  
A deeper plague, to make her love me too,  
Which, since she loves before, I'm loth to see.  
Falsehood is worse than hate, and that must be,  
If she whom I love, should love me”.<sup>58</sup>

(lines 22-28)

One of the most famous and most elaborated poems of Donne is “The Extasie”. Most of the critics consider “The Extasie” as description of rebirth. The lovers are usually seen as achieving a new state – an ecstasy in which they become one soul. But though love`s mystery lives in the soul (“Love`s mysteries in souls do grow, / But yet the body is his book”<sup>59</sup>), only in the body can other people see love manifested. Only if two bodies first come together can love`s mystery have a chance to reveal itself in the union of two souls. Grandsen is just one of the majority of critics who share this view, and he has written that – “The idea of love as it is in heaven, leads Donne to Plato`s immortality, and to the idea of a rebirth and new knowledge of the personality achieved by the fusion of the two lovers` souls.”<sup>60</sup> The whole concept is imaginary – if some other lover watches the souls from their ecstasy to their bodies, he will see only a “small change”, because they never really leave their bodies but ideally their souls are the “real they”. The ecstasy happens in the souls.

Grandsen describes the first stage as “dialogue of one”, whereas the stage after the ecstasy – purified love. They have purified love, and after proclaiming the truth, whatever return to the body is necessary now or in the future, it does not depend upon them. “The Extasie” is full of passion which makes it one of Donne`s greatest love-poems and the realistic “earthling” of the poem`s metaphysic makes it one of the most metaphysical of all his poems.<sup>61</sup> Phillip Mallet partly agrees with this type of elaboration, but he divides the song in three sections. The first stage (lines 1-20) is the literal meaning of the ecstasy, which means that the souls meet outside of their bodies. The second section (lines 21-48) includes an imaginary listener and observer, who is supposed to understand what happens between the two souls. In the last part of the poem we can find the reasons the souls should return to their bodies among which Mallett includes: the desire of sexual love and the lover`s duty to reveal love to other people, to the ones who are too weak to experience it by themselves.<sup>62</sup> What makes this poem quite difficult, is probably that it constantly argues for wholeness, but at the

<sup>57</sup>Phillip Mallett, *York Notes On:John Donne`s Selected Poems*, p. 54.

<sup>58</sup>John Donne, *Poems of John Donne, Volume 1*, E.K.Chambers, ed., pp. 56-57.

<sup>59</sup>John Donne, *Poems of John Donne, Volume 1*, E.K.Chambers,ed., lines 71-72.

<sup>60</sup> K.W. Grandsen, ed., *John Donne*, p. 75.

<sup>61</sup>According to:K.W. Grandsen, ed., *John Donne*, p. 76.

<sup>62</sup>According to: Phillip Mallett, *York Notes On:John Donne`s Selected Poems* p. 50.



same time we can face the oppositions of soul and body, which means that there is opposition between the spiritual and the physical.

Donne's "Nocturnal upon St. Lucy's Day, Being the Shortest Day" and "Twicknam Garden" elaborate the theme of love in a similar manner, so we will discuss them by means of comparison and contrast. The main idea in both of these poems is that of separation. The two speakers of both of the poems were separated from someone and they are in pain with the only difference being that of repetition. In "Nocturnal" the speaker cannot be united with his lover again, because she is dead, but in "Twicknam Garden" the lovers are only separated for certain period of time. The "Nocturnal" analyses the lover's despair because his love has been destroyed by death, while in "Twicknam Garden" the forsaken lover gives advice to those lovers who have not yet experienced his pain. Here it is woman's inconstancy which causes the poet's pain. Grandsen tries to explain that in the "Nocturnal" the wheel completed a full circle and brought a complete resignation but in "Twicknam garden" the wheel is stuck half-way round. The difference here is that woman's opinion can change, but what death broke apart cannot be united again, at least in the real world. In his words – "If the "Nocturnal" is Donne's finest metaphysical treatment of permanent division, permanent separation, permanently without love, "Twicknam Garden" is certainly his finest metaphysical treatment of temporary division, temporary separation, temporary without love".<sup>63</sup>

Another difference, which is responsible for the difference of mood between the two poems, is the season. In "Twicknam Garden" the seasons are spring and summer, and it is the contrast between the smiling face of Nature and the poet's dark gloom which makes the contrast in the poem. It means that not everything is so dark, that things can change to better. On the other hand in the "Nocturnal", everything is dark, which means that Nature and all created things are lying dead in the winter's darkness, but "yet all these seem to laugh, / Compared with me, who am their epitaph"<sup>64</sup>. Here Donne had a choice whether to claim that in spring everything will be reborn but he chose not to welcome the winter, because in this poem it is the symbol of death. One cannot help but wonder if Donne was mourning his wife's death with this poem, or he created a "character" which is not connected with himself.

"What does it mean to speak of my love?" – this is the question that should be answered in Donne's "Air and Angels". At the beginning of the poem we are told that the poet is aware that his love exists but also that something has called it into existence. In the poem "Air and Angels", love is shown as something that people cannot understand, it is above their comprehension. In this poem love is not presented only as something spiritual, but it is showed that love must take a body which means that it is both spiritual and physical. In this poem Donne placed the idea of love in several different contexts. He started by comparing and contrasting it with the human form, then continues by associating it with ballast and boats, so that it is finally released when it is associated with the angel, because the angel is the purest thing, especially when it appears as air. At the beginning of the poem, the speaker suggests that love is only physical, not spiritual, or as Mallett has written – "The first few lines elaborate an idea that lovers in fact fall in love not with this or that individual person, but with a divine radiance which may be glimpsed shining through the human body."<sup>65</sup>

As Mallett suggests at the beginning of the poem the speaker asks whether the love can be only spiritual, but the notion is left aside with a laughter because this will be the love of "nothing". The second attempt is to explain that love comes from the soul, but that soul

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<sup>63</sup>K.W. Grandsen, ed., *John Donne*, p. 79.

<sup>64</sup>John Donne, *Poems of John Donne, Volume 1*, E.K.Chambers, ed., pp. 45-46. lines 7-8.

<sup>65</sup>Phillip Mallett, *York Notes On: John Donne's Selected Poems*, p. 37.

must take a body, same as his soul took his body. So he comes to an answer that maybe to speak of “my love” is to speak of the body who was possessed by that soul i.e. the woman which is physically present before me. But this did not turn out to be a good answer so the speaker continues to find the real answer.<sup>66</sup> I think that Mallett suggests love to be neither only quality of the spirit, nor of the body, but it must be combination of both. The speaker is sure that his love does exist and he continues towards the last suggested answer. It must be an angel who inhabited some sort of body, and that is probably the body of the woman he loves. Finally he comes to the real answer of the question which echoes throughout the poem – “What does it mean to speak of my love?” – it means to speak of the woman you love and loves you back. It is her love for him that gives reality and existence to his love for her. Finally he concludes that love is just like air – formless and supernatural, though we may be able to make it real in a certain body. As a reader, I feel that in this poem Donne has tried to show what true love really is. Whether it really exists or it is just a lovely idea. Finally, at the end of the poem he manages to answer the question that triggered the “discussion”. He realizes that only if the person you love – loves you back, than that is true love and it certainly does exist.

### Summary

Despite the fact that all the works are so obviously the product of a single mind, if we are trying to interpret a particular phrase or trying to form a critical opinion of Donne as a writer we must take into account as much as possible of what he wrote. Donne`s poems could be appreciated only for their incredible imagery and emotional intensity. However if we consider the social context that they grew out of and the manner in which they address it, we will clearly see that a whole new level of meaning is open to enrich and make our reading difficult. The only way of truly understanding a certain poem is by analyzing the historical and social context of a that poem. Donne`s high opinion of love points is certainly a sign of his high opinion of the beloved and basically the female.

As Donne himself has written “I described the idea of a woman, not as she was”, which means that he describes it as he sees it, same as according to Plato`s philosophy behind every actual thing in the world there must be an “idea”. This leads us to a conclusion that behind every observation about love is the concept of love itself.

Love is a humanistic creed, as most of us believe it is the answer to true happiness. It is usually the experience that each human tries to gain throughout our live. Donne have written a lot of poems dealing with the themes of love and death. Each of them captures a unique mood different in a specific way from another poem dealing with the same theme. Some elaborate true love, others unreturned love, plenty of them deal with the parting of the lover from his beloved or with the separation of lovers by death. Whichever the story behind the poem is, Donne expressed it in his manner, either as a metaphysical poet or a man who wanted to write gentle poetry to his wife. Such a great mind cannot be dealt within few pages, but must be further analysed and what really matters is that the heritage that he left behind himself will be read in the years that are yet to come and furthermore many critics will write about his divine poetry.

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<sup>66</sup>According to: Phillip Mallett, *York Notes On: John Donne`s Selected Poems*, p. 37.

## Conclusion

According to this research the most appropriate classification of Donne's poems, discussed so far, will be to group them according to the theme they elaborate. This leads us to dividing them in three groups: poems concerned with the theme of love, poems which elaborate the theme of death and poems which discuss both the theme of death and love. Reading every author's works gives a kind of insight in the "writer's soul". So, after elaborating Donne love-poems we can see both a great metaphysical poet and sincere husband. Those poems in which critics consider that we hear Donne's "real self" are gentler in tone and more sensitive than his metaphysical ones. When he was writing a poem to his wife, it seems that he wanted to be understood. There are very few metaphors and there is no hidden meaning behind each line. On the other hand, those poems where Donne creates a speaker, which is not himself are full of metaphors and have a lot of hidden meanings to be deciphered. With concern to the second group of poems – those elaborating the theme of death, they show Donne's attitude towards death. As we have already mentioned, same as his contemporaries, Donne was obsessed with death. He found different ways to approach the theme. Donne had a great ability of joining these two themes together. Who, if not Donne, would have written a poem about two dead lovers in which the speaker is the dead lover?! He ingeniously finds way to connect the two most opposite themes – the most beautiful feeling, which is love, and the feared state after life – which is death.

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# THE PROFESSIONAL HABITUS OF SUBSTITUTE TEACHERS: LITERATURE PREVIEW<sup>67</sup>

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## Abstract

Author in this paper made an selected literature preview of research results, research papers and opinions of the author on the professional habitus of the substitute teachers. Special attention was paid to professional competences, expectations and perception of substitute teachers at a certain time in the school community, their self-perception, the early professional experiences and development, as well as relationships with colleagues and interactions with students. Substitute teachers are marginalized individuals, paraprofessionals and outsiders on the periphery of the school culture.

**Key words:** *substitute teachers, professional habitus, school culture, professional development.*

## SUBSTITUTE TEACHERS STATUS

The authors define substitute teachers as "temporarily employed teachers who serve as deacons, if necessary, and whose main function is to replace when regular teachers are absent" (Clifton & Rambaran, 1987:4).

Substitute teachers play an important role in the realization of the logistics needs of the school (Jenkins, Smith & Maxwell, 2009). They should be capable and competent teachers, trained to organize the smooth implementation of educational work, even when in that status they spend more than one academic year at a school (Lunay & Lock, 2006).

These teachers: accept (willingly) unstable and irregular work schedules; receive little or no benefits; have a constant sense of being unconnected with the assigned work tasks (Lunay & Lock, 2006).

Substitute teachers are employed on a temporary and indefinite time-work basis, replacing teachers who are absent. They are expected to:

- have a good knowledge of the contents of subjects and areas;
- to prepare;
- to organize homework students;
- to participate in all school activities;
- to generate a whole range of school duties and obligations;
- to contribute to the activities and actively attend all school events (Lunay & Lock, 2006).

In the available literature, this problem was given due attention. It is stated that although the professional engagement and operation of temporary teachers and most often unnoticed and unrecorded, the school would not be able to stay without their multiple

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<sup>67</sup> Revisional scientific paper

contribute. Their main role, the goal and purpose is to ensure the continuity of teaching and learning in the absence of class-permanent teachers.

Research and analysis show that this goal is not always possible to easily achieve, and the main obstacles are the fickleness of engagement and work, as well as the many challenges that entails diversified structure of the student population. Rowe (Rowe, 2003:5) observes that "it is evident that these teachers are not as effective as full-time teachers, because they need time to adjust to the ethos of the school ... and not to last much long in school."

At one time, almost all schools have a need for alternatives to hiring a replacement. Students spend a substantial part, "almost 5-10% of the time covered by the school year under the instruction of occasional teachers" (Vanderlinden, 1985:3).

The authors of the early work in the literature of substitute teachers (Baldwin, 1934; Jack, 1972; Vanderlinden, 1985) focus on the managerial and technical aspects of the role of exercising substitute teachers. In these works there is little information and reports on the professional working life of substitute teachers. In order to fully understand the contribution of these teachers ( to educationl system) it is necessary to complete the picture of knowledge about the perceptions, expectations and roles of occasional teachers.

In a review of the substitute teachers in the United States were identified multiple criteria of teaching substitute teachers (through operating and evaluation), and concludes that substitute teachers primarily perceived as a "commodity for exploitation" (Baldwin, 1934). Objectives of the research conducted in the first half of the 20th century mainly define problems prescriptions and technical and managerial guidelines for the substitute teachers work-in-classroom (Perkins, 1966).

The main problem and the aim, more practiced than theory, was "the development of qualified, skilled teachers who, through training and experience, have become specialists in teaching and training - in one school today, in another tomorrow" (Nelson, 1972:4 ). The school administration became concerned about the professional working life of substitute teachers in the second half of the 20th century, in part because of the school population increased (expanded).

The administration expected from the substitute teachers "skills of disciplining the students" (Ibid:5). The results of swinging-review survey conducted in 24 schools and five school districts in California suggest interesting expectations for substitute teachers. Of those, namely, school staff expected - more than the permanent (regular) teachers (Inghram, 1976).

Since the 80s of the last century, in rare research reports and even more rarely carried out research on substitute teachers, emphasizes and highlights the interesting question of the role of temporary teachers. In response to a question of realizing the role, substitute teachers report concerns and expressed high levels of dissatisfaction: low professional status and bad treatment by students and colleagues, time deficit etc. (Vanderlinde, 1985).

By default, the transitory nature of the work and the lack of power (a negligible part of the overall power structure of distribution), as opposed to permanent teachers, it's no surprise that the concern is not unreasonable addressed.

## CHARACTERISTICS OF SUBSTITUTE TEACHERS

Research shows that the quality and excellence of teaching are the single most important factor in student achievement. Quality education, which is organized by competent teachers, trained and supported the strategy of continuous professional development and training is the most important factor driving forward the development of the school and students (Gore, Griffiths & Ladwing, 2004; Rowe, 2003).

Substitute teachers are faced with the challenges that remain outside of the experience of permanent class teacher. Therefore, they should possess additional skills and abilities,

knowledge and elasticity ( pedagogical flexibility) (Mitin, 2012; Duggleby & Badal, 2007), to progress in terms of continuous environmental changes. It is clear that substitute teachers have different teaching experiences from their fellow class (permanent) teachers. Substitute teachers are, if not preparing lessons and classes, almost always busy, because they are searching and research in materials that are already used and presented to students (Ibid:46).

Research shows that "teaching of occasionally engaged teachers differ on how the class is organized by constantly-engaged teachers, and has very special characteristics" (Jenkins, Smith & Maxwell, 2009:23). Substitute teachers are expected to adapt, reframe and make concessions in relation to prepared plans for different groups of students, classes and schools. Because of this, these teachers describe this experience as emotionally exhausting work.

In the literature on substitute teachers, two "vital" feelings are prevalent part of the experience of these teachers: helplessness and professional isolation (Duggleby & Badal, 2007).

Available literature on the research of substitute teachers is surprisingly limited, but a common theme in this material and the results of the analysis lead to the conclusion: the majority of substitute teachers suffer from professional isolation and persistent negative feelings (Lunay & Lock, 2006). Substitute teaching some authors describe as "a time of uncertainty, frustration and dissatisfaction" (Pietsch & Williamson, 2009:24). These feelings are reflections of the difficulties experienced as a part of the experience of everyday practice: the low level of acceptance by the school and colleagues; poor relationships with students; inadequacies in the organization and curriculum design and evaluation of teaching; low level of participation in community activities - the unsatisfactory status within the school and the profession.

The complexity of teaching experience, often associated with problems of governance at all levels and behavioral problems of students, it seems that all of that make the early (first) year of experience in teaching particularly and especially demanding (Maxwell, Harrington & Smith, 2010). In such a complex environment it is necessary to make decisions quickly. Beginners need some form of support structures to help them to learn: what is decided, when deciding how this is done and why these decisions are made.

It is appear regularly in research of the initial training of teachers, that experience of first-year career have far-reaching and long-term implications for the efficiency in the work of teachers, job satisfaction and career length (and indirectly to absenteeism) (McCormack & Montenegro, 2008).

This early experience of occasional role in substitute teaching is complicated by the fact that substitute teachers are bound by two types of responsibilities: *they must teach* (meet the identified roles placed outside) and they must also *learn to teach* (Jenkins, Smith & Maxwell, 2009 ). When some authors (Pietsch & Williamson, 2009) explored the experiences of substitute teachers, they found that early experience of teaching had a really little or no real progress at all in the first years of his career, and concluded: "in conditions of constant change and job insecurity occasional teachers experience significant loss of self-esteem because they feel it is difficult to deal with reducing the knowledge and skills "(Ibid:23). Some researchers have found very pronounced symptoms of burnout syndrome (job burnout) in the first 12 months of his career (Goddard & O'Brien, 2003). There is a clear and significant rate of reduction commitment to continuing his career and professional engagement in teaching (and consequently more pronounced absenteeism).

How substitute teachers may provide support? School and class difficulties that substitute teachers face are higher due to the lack of-school-based procedures support (Jenkins, Smith & Maxwell, 2009). They are too formalized under the current state of affairs.

Teachers with permanent work-time engagement are actively supported by programs for professional development. This is not so with substitute teachers, they are referring that they have difficult to access the professional development, induction programs and a rolling supervision and mentors (Pietsch & Williamson, 2009). Opportunities to seek informal support through professional and collegial interaction are often limited. Substitute teachers are excluded from the system of professional development and marginalized from the formal structure of the school (Duggleby & Badal, 2007), so it is understandable that feelings of powerlessness and isolation of the vertical channel of professional promotion prevails (Galloway, 1993).

The structural and institutional barriers placed in front of substitute teachers contribute to the school community develops a less than positive attitudes about them. Students, teachers and school administrators rarely perceive substitute teachers as a complete professionals. The negative perception, and even odium, coupled with low expectations (Pietsch & Williamson, 2009), confirming the views and picture wider educational community about the substitute teachers as "members who have a lower status competence and capacity for work as professional educators" (Lunay & Lock, 2006 ). There is a tendency to treat them as marginal members of the educational community (Abdal-Haqq, 1997).

Personal and professional identity of substitute teachers has weakened by the lack of real educational opportunities (not able to continuously and consistently achieve this identification as teachers), supported the established image of "non-real" teachers. This weakening of the professional identity is a direct and causal relation to absenteeism, the decision to leave the profession and career.

Recent research and literature emphasize the importance of generic factors (sex), which is assumed that it could be useful prism for interpreting the specificity and nature of work of the substitute teachers. In fact, some research shows that 79% of substitute teachers are women (McCormack & Montenegro, 2008). Social engagement of that kind may be chance for women to balance family and work-professional responsibilities (Galloway & Morrison, 1994; Damianos, 1998). It is interesting to remark that "... gender connotation continue to perpetuate the belief and attitude, even in substitute teachers, that this job is the most appropriate and adequate for women" (Damianos, 1998:111).

Other teachers often do not consider substitute and occasional teachers as professionals (Clifton & Rambarau, 1987). In preparing and planning in teaching, full-time teachers often suggest that substitute teachers have to work on standalone "silent" work of the student or the simple repetition of content.

In general, substitute teachers need additional skills and knowledge. They have to be flexibly (pedagogical and didactical flexibility) to accomplish even a small improvement in the context of the "unknown and non-close" classrooms (Jennings, 2001). From this perspective, it is obvious that the experience of teaching of a substitute teachers are different from the experience of a permanent teachers, so it is essential to develop sophisticated teaching repertoire.

Dendvik (Dendwick, 1993:25) identifies four main problems associated with teaching of the substitute teacher:

- discipline and control in the classroom;
- inadequate planning and preparation of lessons;
- disorientation in space;
- lack of knowing of faculty members and administrative staff.

Roles are further complicated because these teachers are self-evaluated as "marginalized employees" (Damianos, 1998). Marginalized workers "are not integrated into the formal structures of institutions (organization) and, consequently, can not contribute to

the achievement of the desired (formal and informal) organization's goals" (Clifton & Rambarau, 1987:314).

These teachers "in the subsequent reflection report that they do not have a sense of belonging to the classroom, the school and the school community" (Dendwick, 1993). They describe themselves as outsiders and stated that "those of students and colleagues do not understand and accept them seriously" (Ibid:37).

Some authors argue that the learning process is socially situated, and also learning about the job or how to perform that the work can only be achieved when there is social interaction of all active members (parts) (Lave & Wenger, 1991). For substitute teachers, this means that they should have regular access to other professionals.

This is particularly difficult to achieve because substitute teachers in classrooms spend only a certain (relatively short) time, so they can become full participants in the life and work of the school. Substitute teachers are "waived" to approach and access to a larger part of the aspects of the school culture because they are not "involved in extra-teaching and extra-curricular activities, formal-informal and hidden curriculum... all the little things that make school life interesting and amazing" (Damianos, 1998:104 ). In the narratives and autoethnographic materials research, substitute teachers self-report feelings of alienation when they can not become part of students' lives. Somewhat ironically expected, the greatest alienation of substitute teachers experienced where their professional role of the most contested and undermines - at their fellow permanent teachers.

Substitute teacher's work is a job of loners, partly because they have little in common with the permanent teachers and other staff with whom contacts are rare and poor. This is especially important and particularly interesting due to the fact that the substantial part of the percentage of permanent teachers had been previously in the status of teachers engaged occasionally.

To some, but always varying degree, full-time teachers constitute a school culture. It is defined through the "determinant and main beliefs and expectations evident in the way the school works, and especially in relation to how people relate (or avoid it) towards each other" (Fullan & Hargreaves, 1996:76). The dedication and commitment of teachers, their identities and teaching strategies that bookmark to describe the culture of teachers, defined "through interaction with others, significant individuals, mainly colleagues and associates" (Hargreaves, 1995:85). For permanent teachers, who are by nature comfortable in the school culture, school culture supports the accomplishment of the tasks and provides structural support. However, substitute teachers, who typically have little or no knowledge about the school culture, have difficulty and a problem with access to the life and work of the school (and is associated mainly with time indeterminacy). School culture can be oppressive influence groups and individuals beginners, and by preventing access to the internal life and school work (Boyd, 1992).

Regularly teachers prices flexibility of substitute teaching (Anderson & Gardner, 1995; Abdal-Haqq, 1997; Damianos, 1998). With a deficit of time is related a decisive and relatively small amount of time devoted to the preparation of lessons and learning activities and in particular the extra-curricular activities in school. Significant experience of difficulty in establishing professional and intimate, collegial relations with permanent teachers and administration, and other personnel. Temporality of experience rarely seen as an opportunity to move to the next level of the employment contract.

As they have not complete satisfaction, they are convinced that the only way to achieve their goals: to impress permanent employees and all others. This is in accordance with the strategy of legitimate peripheral participation (Lave & Wenger, 1991).

Although there are positive aspects frustration - outweigh the negative:  
- the tendency of isolation;



- feel they are not part of the collective, but also that is not a full-fledged part of the profession;

- they do not feel the connection with other substitute teachers.

They have difficulty to masterly move through the horizontal and vertical channels of promotion, which is the result of resentment and a sense of professional and social declassing. It is very important that an individual participates in a wide range of activities to ensure full access to the community (Lave & Wenger, 1991). School culture operates so that promote or exclude individuals according to how they relate to each other (Fullan & Hargreaves, 1996). As outsiders, substitute teachers are marginalized and isolated, and they have difficult access to vital knowledge about the school culture.

In general, marginalized individuals have difficulties to participate in social learning and training necessary for the development (Bodin & Clarke, 2002, Damianos, 1998; Dendwick, 1993; Lave & Wenger, 1991). The feeling of isolation and uncertainty reinforces the belief that nepotism and favoritism real division factors in the school staff. They are witnessing the "secret lists of priority persons" which are awarded jobs. Hopelessness expressed as a slogan: "once replacement, always replacement", or "it's not what you know but who you know".

There are lack of opportunities and offers for professional development - those are, in fact, mainly intended for permanent classroom teachers. Some authors thus state that personal qualities such as reliability, flexibility, creativity, dedication and commitment increase the chances of success for substitute teachers (Galloway & Morrison, 1994; Esteve, 2000).

But even the most dedicated teachers are unable to be success in the classroom without the necessary information about the school, pupils, extra-curricular procedures. Substitute teachers experienced lack of information about the school rules (formal and hidden curriculum). Deficits in knowledge about the school, staff and students are handicap; it is not taken as intervening and interfering variable in court on the efficiency of occasional teachers.

In many research reports, classroom management and control discipline students appears to be the main problem of substitute teachers. Administrations and permanent teachers are sensitized to the issue of the substitute teachers ability to maintain order in the classroom ("noisy classes are often associated with uncontrolled classroom and substitute teachers"). The reputation and the school's reputation is at stake. In some unexplored way, substitute teachers are accepting that students treat them and behave differently. Their solution is – to prefeere style adjustments to expectations of students.

Substitute teachers inhabit an invisible world in which their interests, concerns and contextual working structure work are second-rate, as opposed to the highly visible world of their fellow permanent teachers. This difference is marked frequency, breadth and depth of personal contacts, as well as limited physical mobility.

"The concepts of visibility and invisibility are central in explaining the relationship of temporary teachers and school organization. When you are constantly busy moving within and outside the school context, your activities are visible. Of course, in this sense, substitute teachers remain - invisible group "(Galloway, 1993:91).

This distinction, separating the two hemispheres, can be easily recorded when eg. casual teacher speaks to a new class, a new group of students. They often shows a lack of knowledge about the usual procedures in the classroom; the names of students; the reasons for the absence of permanent teachers etc.

However, it is as substitute teachers in the constant change of context and changing the structure of the environment can be a great advantage: the biggest is *change of perspective*.

Despite its less individual power, to substitute teachers are available some elements of control. Some authors notes that substitute teachers can control (and manipulate) their role

"when collectively realize their potential to threaten educational initiatives - such as *choose to be unavailable*" (Galloway, 1993:85). This author recognizes the diversity of positions of permanent and temporary teachers, but stresses that there is agreement and coincidence of interests.

To ensure the continuity of teaching and learning, as the main purpose and objective of the engagement of temporary teachers, it is impossible by assuming invisibility. Although, from the invisibility power of control may occur and the potential for manipulation, this power is limited.

From the perspective of the relationship and interaction of substitute teachers, these experience is described as a "once-permanent and transient, but definitely showing shared experience of connectedness in the presence of strangers" (Galloway & Morrison, 1994:45).

The usual assumption of substitute teachers is disruption of the regular practice in the classroom and suspension (changing) relationships specific to a given learning environment.

Without any prior knowledge or familiarity with the regular dynamics of the relationship student-teacher and classroom routine, substitute teachers come to "unknown territory" where they are expected to maintain control in the daily interaction with students. Connecting with students, it can be only partial and limited, because their situational context and the time available which operate are limited. This behavioral framework "can be described as problematic, because students may become anxious simply because facing a unknown teacher-person" (Newton, 1994:75).

Such a transition is often marked by conflict, as each side fights for its personal space, in an attempt to legitimize its confirmation and the right of *ownership* of the classroom (in their comfort zone). From the perspective of students, any intrusivity in their personal and collective world results a disorienting experience, where substitute teachers check the position of the ultimate knowledge of established rules and expectations.

While the entry of substitute teachers in the new classroom can be characterized as dislocation, again and in the loop, routines that are known only to the students can help to substitute teachers, but also reinforce the sense of vulnerability and exposure. Established classroom routines (proposed and established previously by regular teacher) can serve as an substitute teacher guide for help in bringing the daily practice in the classroom. However, the acceptance of already established routine depends on of the help of students - in directing substitute teachers to established procedures in the classroom. If this information is missing or incorrectly transposed, the application of new (different and unexpected) behavior or new academic expectations of students can be met with defense and resistance, which can result in a confrontation, tension and crisis in the relationship.

The student examines and verifies the authority of teachers and substitute teachers in particular. This test can only be expected response to new and unknown personality, but also particular response when substitute teachers tries to set new requirements that differ substantially from those requirements and rules on the management class that appeared at the permanent teachers. Moreover, special needs and "special students", which are defined and implemented individualized programs of socialization, can disrupt the favorable environment of the classroom.

Pronin recognized that risk and describes the difficulties inherent in this situation:

"Also, it is true, and this student ... students with a problem behavior as a result of emotional messiness, which is the hardest to accept substitute teachers - exchange or any change in routines" (Pronin, 1983:44).

For these students, it's a new situation, perspectives and different dynamics and drama of interpersonal relationships. Substitute teacher often galvanize especially "difficult and problematic" behavior of students. From personal experience, Knight confirms that "especially younger students, especially those with experience difficulties and problems in

the functioning of the family (primary protection), can make it difficult to adapt absences class-permanent teachers" (Knight, 1994:16).

## CONCLUSION

Public schools are hierarchical institution, with many levels of the structure and distribution of power. Few teachers who have less power and authority than the substitute teachers.

It turns out, that problem of how to become a full member of the school community is a major problem for substitute teachers. They develop limited professional relationships with permanent teachers. Substitute teachers do not develop a secure identity, partly because of the lack of clear support but also because of a lack of focused assistance. They would like to have open access to the school community, and yet they are aware that the time for which they are engaged in teaching limited (given role, in the short and sporadic).

Although they are responsible for a large number of daily instruction in the classroom, however, remain on the periphery and never achieving full access to the school culture. Substitute teachers experience isolation and separation, in part because the permanent teachers support each other and block others to become part of the group. It may be paradoxical, but substitute teachers "flee" in situations that isolate (perpetuate isolation), isolating themselves even more (eg.by staying in the classroom before and after school and during breaks). Upon admission, leaving the school in a hurry and rarely participate in joint school activities, so they and other teachers can meet and recognize their qualities and abilities.

Although occasional teachers often demonstrate dedication and commitment to professional practice, they are almost accustomed to operating on the periphery of the school community. This, however, that is not a reason to survive and on the periphery of interest of the academic community.

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# CROSS-LINGUISTIC LEXICOLOGY IN TOURISM DISCOURSE<sup>68</sup>

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## Abstract

The paper deals with cross-linguistic lexicology of the English and Macedonian tourism corpus. The contrastive analysis of the English and Macedonian tourism terminology shows that there are one-root lexemes that describe the basic tourism activities for example, *travel, book, accommodate, hotel, travel, etc.* These one-root lexemes share similarities with their Macedonian translatable equivalents, and they do not cause difficulties for the language instructors and translators. Certain single lexemes from this domain refer to more complex activities or processes, like *allocate*, so their translatable equivalents cannot be expressed by a single lexeme in Macedonian. These complex verbal or nominal activities are translated descriptively in Macedonian where whole word phrases compose the meaning. This is the case with most of the phrasal, compound verbs, compound and multi units nominal.

The results of the cross-linguistic lexicology of the English-Macedonian tourism corpus have an implementation in the teaching process in the ESP classroom. Further, the results can be used in the applied linguistics, the theory of translation, methodology and for the linguistic descriptions. Having a sound knowledge of the tourism terminology is of great importance to the future Macedonian tourism experts who will have an obligation to compose professional promotional materials. The results can be a starting point in composing professional bi-lingual dictionaries in tourism industry, as well as cross-linguistic atlases that can help future tourist and hospitality experts better understand the tourism terminology. Further outcome could be on-line bilingual dictionary, with multi-word units presented. For the moment, such projects are still on the waiting list in the Macedonian linguistic research domain, which is one more signifier for us, ESL teachers to achieve our motivation.

**Keywords:** *tourism terminology, contrastive analysis, ESP teaching.*

## INTRODUCTION

Tourism is an extremely important and powerful agent of signification, key to the construction of both self and others. It is both an agent and channel of globalization, but also a literal embodiment of traveling theory. At one and the same time it effects change and transition, whilst also echoing the coming trends of globalization. Tourism is frequently cited as the world's fastest growing industry or the world's largest business. Communication practices, processes, professional terminology and the media are of fundamental importance for social science disciplines. Although language and communication are central aspects of tourism studies, this is a relatively unexplored area of study. Similarly, it is only very recently that students of linguistics have turned their attention to the language of tourism.

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<sup>68</sup> Original scientific paper

This paper explores the fast growing impact that globalization and tourism industry have on the globalization of the tourism terminology both in English and Macedonian. This can be seen with in the full range of tourism types, e.g. package tourism, backpacking/independent travel, cultural tourism, agro-tourism, ethno-and eco-tourism, day tourism/hiking, study tour, and different genres of tourism representation. The global trends in tourism terminology can be easily explored through the vehicles of tourism communication (e.g. television holiday programs, promotional materials of tourism organizations, tourist guides, postcards, inflight magazines , etc). This was the starting point in composing the corpus in English which is then compared with the Macedonian.

Teaching intermediate, upper-intermediate and advanced level of English for Specific Purposes (ESP) to students whose career is in tourism industry, requires constant linkage with content lectures in the related studies of tourism, and constant accumulation and upgrading of specific tourism and hospitality vocabulary. This paper investigates the initiatives in contrasting the language of tourism in English and Macedonian, by presenting linguistic ways of tourism terminology formation and the implementation of the results in the methodology of teaching English for Specific Purposes. The research proved that the language of tourism in English and Macedonian performs distinguishable and recognizable features.

## **GLOBAL TRENDS IN ESP**

Teaching English for tourism and hospitality means teaching specific terminology, which enters the field of English for Specific Purposes. Hutchinson and Waters (1987) point out to two key historical periods in the development of ESP. First, the end of the Second World War which brought 'age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale, most notably the economic power of the United State in the post-war world, the role of international language fell to English' (p.6). The general effect of all this development was to exert pressure on the language teaching profession and to satisfy the needs and demands of people other than language teachers. The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication.

ESP is a young and developing branch of EFL in the Republic of Macedonia. For many years ESP instructor was limited to training special lexicon and translating numerous texts. With the introduction of the student-centered approach in the Republic of Macedonia and an increase of international contacts in various spheres, much attention has been paid to the design of ESP courses that can prepare students for professional communication.

Over the past thirty years ESP has established itself as a vigorous movement within the field of TEFL/TESL. The study of languages for specific purposes has a long and varied history (Strevens, 1977). In recent years the focus of research and curriculum development has been upon English for Specific Purposes, as English for Business, Vocational ESL). This interest having gained an international ascendancy continues to increase and expand throughout the world.

The standard definition of ESP as well as the distinguishing characteristics of the movement, needs assessment and discourse analysis set it apart from General purpose English. According to Strenvens (1988), a definition of ESP 'needs to distinguish between four absolute and two variable characteristics:

1) Absolute characteristics:

ESP consists of English language teaching which is:

- designed to meet specific needs of the learner
  - related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities.
  - Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse
  - In contrast with ‘General English’
- 2) Variable characteristics:  
ESP maybe, but not necessarily:
- restricted as to the language skills to be learned (e.g., reading only)
  - not taught according to any pre-ordained methodology
- Claims: the claims for ESP are:
- being focused on the learner’s need, wastes no time
  - is relevant to the learner
  - is successful in imparting learning
  - is more cost-effective than ‘General English’ (pp.1-2)

English for tourism industry falls under English for Business Purposes/ Business English (EBP/BE). It is an umbrella term, like English for Science and Technology, and primarily deals with occupational, not an academic context. English has become the international language for business. Most English - medium communications in tourism industry are non-native speaker to non-native speaker. We have Dutch tourists asking for accommodation in a tourist resort in Macedonia, Macedonian tourist guide giving a sightseeing tour to a group of German tourists, etc. Thus the English they are used to is International English. Pickett (1986:16) suggests two particular aspects to business communication: communication with the public and communication within the company or between the companies. English for Tourism industry mostly refers to the needs of communicating successfully, never omitting the essence of culture which we cannot easily see, but something that lies underneath.

### **CLASSIFICATION OF TOURISM CORPUS INTO SEMANTIC FIELDS**

Lexical fields can contribute to the Contrastive analysis of TC since they offer yet another way of grouping words. Those words which share a common concept are said to constitute lexical fields. (Trier,1931). The basis for grouping is always extralinguistic since words are grouped in semantic fields because things which they refer to are connected with extralinguistic reality. Contrastive studies of words constituting lexical fields in various languages are a rewarding activity and therefore are so often identified with lexical contrastive studies in general (Lehrer,)

This form of classification helps ESL learner to have a panoramic scenery of well-classified vocabulary, grouped on the grounds of shared semantic features. For the ESP lecture, it is a well-established base for further semantic relations among the constituents of the fields. The corpus can be classified under different features into a number of semantic sub-fields. Here we chose the feature of different tourist branches grouped under taxonomy:

*tourism*

culture tourism	ecotourism	ethnic tourism
green tourism	nature tourism	rural tourism
safari tourism	sustainable tourism	



*accommodation*

allotmen	all-suite hotel	apartel
apartment hotel	bed and breakfast	berth
boarding house	boatel	bungalow
camp	camping site	convention hotel
cottage	country inn	downtown hotel
economy hotel	family hotel	full house
health resort	holiday village	hostelry
hotel	hotel chain	hotel package
motor hotel	motor inn	nature lodges
ski resort	summer resort	

*tours*

conducted tour	domestic inclusive tour	exclusive tour
familiarization tour	foot tour	foreign exchange tour
foreign independent tour	grand tour	group guaranteed tour
group visits	guided tour	hands-on tour
honeymoon package	inclusive tour	industrial tour
self-guiding tour	self-outing tour	sightseeing
tour	walking tour	

*personnel*

airline representative	bartender	camp counsellor
chef	chef instructor	concierge
cook dietician	corporate	corporate travel manager
counter agent	door attendant	door attendant
doorman	executive chef	front office manager
ground handling agent	host	luggage attendant
ski resort operator	tapman	tour guide
tour manager	travel agent	travel manager

*restaurants*

back bar	bistro	brasserie
brewpub	buffet	café
cafeteria	coffee shop	dinner house
drive-in restaurant	family restaurant	fast food
food court	full-service restaurant	open bar
steak house		

Further classification would include cooking terminology, front desk terminology, room service terminology, restaurant service terminology, etc.

## **CROSS-LINGUISTIC LEXICOLOGY**

Cross-linguistic lexicology is concerned with the complex relationship of similarity and differences between languages at the lexical level. The vocabularies of two languages are at the same time very diverse and very similar. On the one hand, there are usually important semantic differences even between cognates in relatively closely related languages, on the other hand, there are great similarities between languages at a more fundamental level even

when the languages are genetically and geographically highly separated. After all, it is possible to make a translation from one language into another, even if the correspondence between original and translation will never be perfect.

The cross-linguistic analyses of the English tourism corpus (ETC) examines the core structure of this specific vocabulary thus enhancing in the teaching process of the language of tourism.

### **Verbal lexemes**

*book*  
*charter*  
*hostel*  
*travel*

### **One-root verbs**

*резервира*  
*изнајмува*  
*се сместува во хостел*  
*патува*

### **Two-part verbs [V + suffix]**

*check in*  
*check out*  
*take off*

*се пријавува*  
*се одјавува*  
*полетува*

### **Two-part verbs [prefix + V]**

*deplane*  
*disembark*  
*embark*  
*enplane*

*слегува од авион*  
*слегува од брод*  
*се качува на брод*  
*се качува на авион*

### **Nominal lexemes**

The linguistic descriptions of the English Tourism Corpus (ETC) covers the most frequent appearance of nouns in the form of simple words, derivational words, compounds and multi-word units. These linguistic structures are then contrasted with their Macedonian translatable equivalents. A simple lexeme is a lexeme which consists of a single base with or without inflections. In the ETC there is a large number of simple nouns.

### **English**

*a book*  
*a cancellation*  
*a cruise*  
*a resort*  
*a room*  
*a travel*  
*a waiter*  
*an accommodation*  
*an allocation*

### **Macedonian**

*резервација*  
*одлагање*  
*крстарење*  
*одморалиште*  
*соба*  
*патување*  
*келнер*  
*сместување*  
*алоцирање*

The translation of these lexemes in Macedonian, as we can see is various. Some of the terminology units can be translated by a simple corresponding Macedonian lexeme as in *соба*, *келнер*. Most of the examples are being translated by derivational nouns. Most common suffixes are *-ување*, *-ње*, *-иште*, *-ција*.

## Derivational words

The two main productive devices for word-formation in English are derivation and compounding. Derivation enables new lexical items to be created using pre-existing words but does not necessarily involve a change in their form. Describing zero derivation, which he refers as 'conversion', Katamba explains: '...usually the same word-form can be used as a verb or noun, with only the grammatical context enabling us to know which category it belongs to....The widespread use of conversion shows the importance of the criterion of syntactic function in determining word-class membership. Very often it is by its function rather than by its morphological form that we tell the word-class to which a word belongs.' (1994:70-71).

In the ETC there are a number of examples which are affected by this criterion:

### English

*a book – to book*

*a charter – to charter*

*a cruise – to cruise*

*a travel – to travel*

### Macedonian

*резервација-резервира*

*чартер - изнајмува*

*крстарење- крстари*

*патување - патува*

In the Macedonian, on the contrary, there is no 'zero derivation' criteria.

-er 'doer of the action described by the base lexeme'

*animator*

*аниматор*

*camper*

*кампер*

*carrier*

*превозник*

*caterer*

*угостител*

*hotelier*

*хотелиер*

*tourister*

*турист*

*traveler*

*патник*

-ist

*receptionist*

*рецепционер*

-ess

*hostess*

*домаќинка*

*waitress*

*келнерка*

-ing

*booking*

*резервирање*

*catering*

*снабдување*

*hosting*

*дочек*

*touring*

*одење на тура*

*traveling*

*патување*

## Compounding

In English, word boundaries are often difficult to define between words and groups of more than one word: the non-standardised use of the hyphen leads to different orthographic

representations of the same lexical item, sometimes written as two words, sometimes as one and sometimes hyphenated. Katamba states: 'The hyphen tends to be mostly used in compounds that are regarded as fairly new words'.

### **Noun + Noun**

English	Macedonian
<i>airbus</i>	<i>авиобус</i>
<i>airport</i>	<i>аеродром</i>
<i>bartender</i>	<i>бартендер</i>
<i>doorman</i>	<i>портир</i>
<i>downtown (hotel)</i>	<i>хотел во центарот на градот</i>
<i>health farm</i>	<i>здравствено туристичко место</i>
<i>houseboat</i>	<i>дом брод</i>

### **Noun + [Noun-ing ] or [Noun-ing] ]+ Noun**

<i>meeting room</i>	<i>деловна просторија</i>
<i>sightseeing</i>	<i>одење на разглед</i>

### **Noun + [Noun-er]**

<i>backpacker</i>	<i>патник со ранец</i>
<i>day-tripper</i>	<i>дневен патник</i>
<i>park-goer</i>	<i>посетител на парк</i>

An important distinction can be made for the creation of tourism terms – the tourism vocabulary uses the same resources as the general language but in different proportions and with different functions, which means that in tourism language the creation of new lexical entities follows the need to give a unique name to new concepts. Sager informs that: 'The terminology of technology, unlike that of science which, once it has been created, is likely to stay untouched, is volatile at least in its form and existence because of changes in materials, methods of production, design, etc' (1990:82). The TC seems to express similar characteristics.

### **Multi word units (syntagmas)**

#### **Two part lexemes**

<i>airline representative</i>	<i>претставник на авиокомпанија</i>
<i>booking form</i>	<i>формулар за резервација</i>
<i>coin laundry</i>	<i>перење веш со плаќање</i>
<i>confirmed reservation</i>	<i>потврдеан резервација</i>
<i>family restaurant</i>	<i>фамилијарен ресторан</i>
<i>familiarization tour</i>	<i>тура за туроператори</i>
<i>group inclusive tour</i>	<i>групна тура со се вклучено</i>
<i>honeymoon package</i>	<i>меден месец тура</i>
<i>international traveler</i>	<i>меѓународен патник</i>
<i>tourist guide</i>	<i>туристички водич</i>

### Three part lexemes

<i>cross country skiing</i>	<i>крос кантри скијање</i>
<i>foreign exchange rate</i>	<i>курсна листа</i>
<i>front office manager</i>	<i>раководител на рецепција</i>
<i>ground handling agent</i>	<i>помошник агент на аеродром</i>

### Brochure language

Typical characteristic of tourism corpus is the brochure language, that is, a combination of an adjective + noun, with variations of a deverbative adjective + noun, or nominal adjectives + noun. This type of language is easily marked in the professional texts such as promotional brochures, advertisements of popular destinations in the press, on TV, on the web pages. This language is created for a number of reasons: to attract a reader's attention, to create the real image of a desired destination, to describe the destination in reach language etc.

#### English

*archeological sites*  
*full-service restaurant*  
*guided tour*  
*heated pool*  
*scenic beauty*  
*self-guiding map*  
*zoological parks*

#### Macedonian

*археолошки наоѓалишта*  
*ресторан со комплетна услуга*  
*тура со водич*  
*базен со топла вода*  
*панорамска убавина*  
*туристичка карта*  
*зоолошки паркови*

### Borrowings – Internationalisms

All languages borrow words from other languages. In the field of English tourism terminology there are a number of borrowed words, mostly referred as international words, or internationalisms. The data show that some of them are marked as such by keeping the original pronunciation and spelling. Other borrowings, as a result of time period, become closer and closer in the pronunciation and the spelling to the borrowing language. This is the case with the Macedonian language as well. Analyzing the contrastive data of RC we found a number of English borrowed words in Macedonian:

#### English

*animator*  
*bar*  
*bistro*  
*café*  
*camper*  
*casino*  
*fast food*  
*host*  
*hostel*  
*hotel*

#### Macedonian

*аниматор*  
*бар*  
*бистро*  
*кафе*  
*кампер*  
*казино*  
*фастфуд*  
*хост/хостеса*  
*хостел*  
*хотел*

<i>otelier</i>	<i>хотелиер</i>
<i>jacuzzi</i>	<i>џакузи</i>
<i>museum</i>	<i>музеј</i>
<i>park</i>	<i>парк</i>
<i>pension</i>	<i>пансион</i>
<i>recreation</i>	<i>рекреација</i>
<i>restaurant</i>	<i>ресторан</i>
<i>room service</i>	<i>рум-сервис</i>
<i>tour</i>	<i>тура</i>
<i>tourism</i>	<i>туризам</i>
<i>tour operator</i>	<i>туроператор</i>

The word *recreation* ‘рекреација’ underwent pronunciation and spelling changes by adding the suffix – *џија*, which certifies the fact that by time borrowings get closer to the morpho-syntactic rules of the language importer. Very often the semantic scope of the borrowed lexeme changes into Macedonian. For instance, *café*, which is another borrowing from French into English and refers to a type of a hospitality object, Macedonian the lexeme *кафе* refers to a consuming product. If the suffix –*терија* is added to this base the new lexeme derives with a borrowed base - *кафетерија* now being a translatable equivalent to *café*.

Further contrastive analysis in the field of tourism terminology covering the ethno-cultural similarities and differences between English and Macedonian are welcomed. Here are for instance some differences: Anglo-American waiters are more friendly oriented towards the guests than the Macedonian ones, who are more formal.

English (A waiter/waitress is welcoming the guests at the entrance, showing them a free table)

Waiter: *Good evening. My name is Jenny and I'll be at your service tonight...  
Do you need anything?  
Can I get you something?  
May I suggest dessert of the house?*

Macedonian (No waiters waiting for the guests, who in general are supposed to find a free table by themselves)

Waiter *Добровечер,повелете.* (Offers the menus and comes later)  
*Дали одлучивте што ќе нарачате?*

Common polite conversational strategies for both languages in the tourism domain would be the way tourism employees converse in general accepting guests' requests, compliments or complaints. Still, some extra-linguistics factors, like traditional hospitality, national cuisine, etc, cannot be completely translated from one into another culture and language. Thus the hotel service of *Would you like our turn down service, sir?*, can cause difficulty in getting the most appropriate translation in Macedonian for the activity of ‘making the hotel bed ready for the guest to go to sleep with an accompanying sweets on his/her pillow, activity that has not been yet introduced in the Macedonian hotels. These are only hints that could lead to further research in the discourse domain, which requires much more time and space.

## CONCLUSION

The results of the cross-linguistic lexicology of the English-Macedonian TC have an implementation in the teaching process in the ESP classroom. Further, the results can be used in the applied linguistics, the theory of translation, methodology and for the linguistic descriptions. Having a sound knowledge of the tourism terminology is of great importance to the future Macedonian tourism experts who will have an obligation to compose professional promotional materials. The results can be a starting point in composing professional bilingual dictionaries in tourism industry, as well as cross-linguistic atlases that can help future tourist and hospitality experts better understand the tourism terminology. Further outcome could be on-line bilingual dictionary, with multi-word units presented. For the moments, such projects are still on the waiting list in the Macedonian linguistic research domain, which is one more signifier for ESL teachers to achieve motivation.

The contrastive analysis of the English tourism terminology<sup>69</sup> show that there are one-root lexemes that describe the basic tourism activities for example, *travel, book, accommodate, hotel, travel*, etc. These one-root lexemes share similarities with their Macedonian translatable equivalents, and they do not cause difficulties for the language instructors and translators. Certain single lexemes from this domain refer to more complex activities or processes, like *allocate*, so their translatable equivalents cannot be expressed by a single lexeme in Macedonian. These complex verbal or nominal activities are translated descriptively in Macedonian where whole syntagmas or word phrases compose the meaning. This is the case with most of the phrasal, compound verbs, compound and multi units nominals.

The world around us is changing, technology is changing, the needs of tourism industry are changing, the students coming into tourism industry are changing, and we as ESL lecturers should adopt these global changes. In this sense, it is important for the ESL lecturer to update his/her approach toward the new teaching methodology of professional vocabulary and communication. ESL/ESP experts have to be aware of the process of globalization in the tourism industry since it affects not only the industry itself but the tourism terminology as well.

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# DEFINING STUDENT'S ACHIEVEMENT AND THE FACTORS OF INFLUENCE ON IT<sup>70</sup>

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## Abstract

Due to the complexity of student's achievement at school and its susceptibility to multivalent determinants, this paper is an attempt to give definition of student's achievement at school and of the influencing factors. School performance achievement means accomplishment of a certain task and a level of acquisition of certain learning content. The factors influencing the achievement, either poor or excellent, are divided into two groups: subjective and objective ones. The subjective ones encompass the anatomical & physiological factors and the psychological learning conditions. The group of the objective factors includes the physical factors, the nature of the learning content, the pedagogical learning conditions, and the economical & social learning conditions. This paper also turns to gender as a possible determinant for student's school performance achievement (poor or excellent). Family is one more significant factor observed in this study; it influences students' achievements, especially the level of the familial educational status.

The objective of this paper is to draw attention to the multi-factor nature of student's achievement as well as to all other conditions, capacities, and motives. It also focuses on the objective, (in)direct surroundings, and gender as determinants as well as to the different levels of parents' educational status and the influence of all of the afore said has on the intrinsic motivation of students, especially when resulting in higher students' achievements

**Keywords:** *student's achievement, factors of influence, continuity of high school performance, subjective and objective factors of learning*

## INTRODUCTION

The lowest and load-bearing foundation of the educational system for acquiring basic knowledge and assembling the structure necessary for further education is the primary education. Therefore, all countries – especially the highly developed ones, give it the core position in their educational systems. The other terms for the basic education schools used worldwide are primary schools, elementary schools, junior schools, key stage schools, etc. The key of the successful or unsuccessful achievements of the pupils is considered to be in the first years of the primary education.

Nowadays, contemporary research studies in the field of education are more and more focused on the schools of today and are oriented towards the objective of determining the level of their functionality and efficacy, their quality of practical objectives and tasks operationalization, the relation between success or failure on one side and certain personal

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<sup>70</sup> Revisional scientific paper

variables or family factors, wider environment, and other issues – on the other. The importance of the stated questions and of others alike arises from the school content complexity and school complexness as well as from the implications it can produce if being (in)sufficiently successful. One of the basic problems following the school ever since its educational institution foundations were laid first is the question of students' successful achievements and students' failures. It is an issue upon which a great number of authors debate presenting their arguments and offering their theoretical or empirical finds and experiences. With all the multidimensional conditionality and determinacy of success on mind, by presenting our theoretical and empirical finds in this paper, we tend to contribute to the research conducted in our country and worldwide. In addition, we shall once again highlight the connection between students' achievements at school and certain variables found with the student's personality or in the family environment.

The focus of our research is primary school students' achievements, which can be observed from different aspects and various stands. We are specifically interested in the continuity of primary school students' achievements noticeable in its variations. Thus, we shall equally try to give answers to some questions imposed with this complex set of issues.

## 1. THEORETICAL GROUNDS OF THE RESEARCH

### 1.1. Theoretical approach to the issue

The complexity of students' achievements arises from the complexity of the educational and learning process. A good number of factors that determine students' achievements are subjected to changes and continual transformation, thus urging the necessity to be constantly researched and studied.

Although a great deal of research on students' achievements has been done so far, there are still questions and issues to which no answer in accordance with contemporary tendencies in the educational sphere has been given. One of those is the question of continuity of student's successful achievements in the course of education. This problem has not been sufficiently researched in our country and therefore it undoubtedly deserves particular care and interest.

When referring to *continuity of student's successful achievements in the course of education*, we have in mind the process of the nine-year education as a pedagogic process which is long-termed and continual.

## 2. DEFINITION OF SCHOOL ACHIEVEMENTS AND FACTORS UPON WHICH STUDENTS' ACHIEVEMENTS DEPEND

### 2.1. School performance and continuity of success

The basic course of this study is to monitor primary school students' achievements continuity; accordingly, when referring to continuity, we have in mind the persistent and unbroken general achievement of students at specific courses during their primary education (from first to ninth grade).

There are many definitions explaining the meaning of the term *achievements*, that is school achievements, but we have selected several ones to point out.

When defining the term *achievement* (Nikolic, 1998, p. 9), some Psychology referring definitions emphasize the importance of the affective component, thus generating the idea that achievement implies the subjective (personal) evaluation of a certain performed activity. As a matter of fact, it is a subjective evaluation whether the accomplished result is good enough, corresponding, and in accordance with the expectations set afore, which is exceptionally important for nourishing young people's self-confidence and motivation.

Considering the student and his/her feeling of the extent of being successful, there are two things to point at. One is the student and his/her own reaction to the personal school achievements, the other is the feedback impact – how the others in the family and in the school environment evaluate his/her achievements, particularly if the student finds those persons as important and influential.

The term successfulness of instructional practice (Nikolić, 1998, p. 10) refers to the degree of realization of set instructional objectives i.e. the extent to which students acquire knowledge, skills, habits, psychophysical abilities, moral awareness development, etc. However, though comprehensive, this definition does not take us to the precise determination of the extent to which objectives have been realized and thus it does not take us to the criterion for successfulness either.

In our research study we present students' achievements with the marks given in the annual report on their corresponding grade general achievements issued upon the completion of the school year, and regard those achievements as the degree of acquisition of given course content and requirements set with the national curriculum and lesson plans for primary school instructions in our country.

## 2.2. Basic factors upon which students' achievements depend

The results of the research conducted in our country and worldwide so far show that students' school achievements depend on several factors.

Most often, the factors which have an impact on students' achievements are divided into two categories, that is, in two groups:

- subjective factors of learning
- objective factors of learning

The group of subjective factors encompasses the anatomical & physiological characteristics for learning and the psychological ones:

- Health (both physical and mental), senses functionality, fatigue, and age are prominent physiological characteristics which influence the learning process.

- Illness is a particular human state which either disables one's learning or it makes it difficult.

- Fatigue occurs in the form of physical exhaustion or as a feeling of weariness and monotony, listlessness for work, low motivation, and inability to focus. A condition like this causes inefficacy in learning and poor results at school, which does not correspond with the true performance abilities of the student.

- Age can be said to condition the learning as for some levels of learning certain corresponding physiological maturity of the nervous system and of the psychological one are necessary. On the other hand, the third age displays differences in the quality of the learning process. In this period of life, people experience decreased speed in problem solving. The possible causes of these changes are diminished motivation, higher possibility of interference occurrence (retroactive inhibition) in learning and remembering, etc.

The group of psychological factors encompasses abilities, learning methods, etc.

There are several types of abilities:

- physical abilities (endurance);
- sensory abilities (width of field of view, colours and tones differentiation, sharpness of hearing, tactile perception);
- psychomotor abilities (finger dexterity, multi-limb coordination, etc.);
- intellectual abilities (mental, cognitive) such as the ability to remember, intelligence, etc.

One of the most important learning capacities is intelligence. Some authors differentiate three types of intelligence: abstract, concrete, and social. In everyday life we find a type of people tackling abstract problems more easily, quickly and adequately, and another type appearing more successful with practical problems solving, and then a third type of people gifted with the ability of establishing social contacts. In other words, intelligence is not a single ability but a wider system of intellectual functioning. There have been groupings and classifications made in accordance with what is considered the concept of intellectual abilities to mean. The major ones are listed below:

According to Ananov, B. H., (as stated by Andrić, V., and Čudina, M., p. 51-1985) intellectual functioning is realized through interaction of the three basic functions: remembering, attention, and thinking.

Thurstone, L. L., (as stated by Andrić, V., and Čudina, M., p. 51-1985) discovered seven primary mental abilities (PMAs) to define intellectual functioning with:

- verbal comprehension,
- word fluency,
- inductive reasoning, the ability of concluding and planning,
- associative memory, ability to remember,
- number facility,
- spatial orientation,
- perceptual speed

Cattell, R., differentiates two factors of general intelligence: *crystallized intelligence* – which is in interaction with motivation, long-term memory, and the influence of environment, and thus called acquired ability for performing complex intellectual tasks, and *fluid intelligence* – which is inherited and is not tightly connected to any specific skill; it develops in youth and declines with aging.

When talking about intelligence, it is important to mention the mutual influence of the three factors: personality disposition, activity, and environment.

It was back in 1917 that Bird, T. B. (as stated by Nikolić, 1998, p. 58) first realized that intelligence was a dominant factor for school achievement. Petz, B. (as stated by Nikolić, 1998, p. 58), found a significant relationship between the intelligence variable and the school performance variable.

Briefly, there are no particular capacities which have a direct influence on learning; however, the intellectual ones are considered to be most utilized in the learning process. Another important point to mention is that individuals differ in all of their capacities, and so do their approaches to learning.

Motivation, as one of the significant psychological factors, is in tight correlation with the intention to learn, the interest in the learning content, the constant alert, the tendency (desire) for success, the extent of aspirations, success and failure when learning, the insight into the results of learning, as well as with the intrinsic and extrinsic motives.

Cattell, R. B., & Butcher, H. J. (1968), as stated by Nikolic (1998, p. 64), argue that school performance and creativity are possible to be predicted via measurements of person's motivation and capacity.

Experience – as a psychological factor, is related to the level of pre-knowledge of the content taught as well as to the experience that the individual has acquired in the learning process in general.

Experience as well as the habit to learn are in direct relation with the mental fitness i.e. state resulting from the learning process over a longer period. The better the mental fitness, the more efficient the learning. To improve the mental fitness one needs to burn the midnight oil with long, continual, and intellectual work.

The individual's traits have influence his/her choice of the content to learn, the mode in which to learn, the approach to apply to learn, and the result to achieve from learning. A large number of research studies indicate a strong correlation between accomplished school performance and emotional stability, i.e., neurosis, anxiety, positive or negative image of oneself, etc.

The group of objective factors encompasses the physical ones, the nature of the learning content, the pedagogical conditions for learning, and the social & economic conditions.

In order to achieve higher efficacy in learning, special care is to be taken of the room used for learning. If the temperature is lower or higher than the desired one, uncomfortable reactions of the body will disturb the learning process. Aside from temperature, other physical factors listed are humidity and the level of oxygen in the air, the place in which the student usually studies, and the part of the day when the student is studying, the circadian rhythm, and the student's level of alertness.

Another important factor influencing the learning is the nature of the learning content, i.e., the complexity of the content, the degree to which it is familiar to students, as well as the possibility to design the learning content, i.e., to make a logical whole by connecting the already familiar fields with the one/s offered. This possibility enables easier, faster, and simpler ways of becoming familiar with the content, and of memorization and long-term content information storing.

When referring to the pedagogical conditions, the modes in which learning is performed and the methods employed in the learning process are the ones that come in the first place. The modes of learning rest upon the relationship between passive and active reception and processing of information. Being the major activities, the reception and processing of information should be allowed the optimal correlation which varies with each individual. A great significance in the process of learning is given to information repetition and transformation as well.

The method of learning is a term covering a wider meaning and thus indicating whether learning is performed globally or fragmented – on the one side, and on the other – it frames the schedule of learning in relation to time, i.e., whether the learning is densely concentrated or distributed (learning over a longer or shorter period of time, with more or few breaks/intervals).

The group of pedagogical conditions for learning also encompasses the factors resulting from the teacher's organization of the instruction in accordance with the nature and specificity of the learning content to be taught (possibility for an individual learning pace, creation of ambience and atmosphere in class equally stimulating for all students, application and combination of various corresponding forms of instruction, didactic-methodological preparedness and continual teachers' practice improvement with the possibility for its assessment, including the assessment of their command of both pedagogy and psychology in class).

The social and economic conditions are known to rarely have a direct influence on the learning process. However, we are not to neglect their importance for students when purchasing stationery sets, text-books and alike, nor we are to forget the importance of physical, physiological, and organizational conditions which would make the learning process either difficult or impossible if any of them is impaired. This group of factors refers to the student's life conditions in the local, i.e., in the family surrounding (encompassing the aspects of material possessions, the aspect of dwelling, hygiene, level of environmental culture and education, the character-building atmosphere, parents' relationship and the parent-child relationship).

Several authors provide other classifications of factors playing a role in students' achievements, and they all give significance priority to different factors. Thus, for instance, Bar-Tal, D., (1979). as stated by Nikolić (1998, p. 61) points out the interpersonal relationships in the class as a significant condition for school performance successfulness.

According to Kocić (1989), another significant factor influencing students' achievements is the family surrounding (sound family relationships, parents' educational status, material potentials, family habits, interest in and desire to work (intellectual climate), and the social environment influence.

### 2.3. Students' achievement and gender

With the issue, objectives, and the general frame of our interest and research in mind, we have decided to draw attention onto students' gender as a possible determinant, i.e., a factor significant for students' achievements. Speaking about the relation between gender and students' achievements, research studies take several stands.

One of them regard gender as a basically significant factor for students' achievements, whereas others point out its determinant role on the grounds of the fact that school achievement of girls ranks higher than that of boys (Havelka, J., et al., 1990).

Analyzing the correlation between the general achievements in a number of classes and the gender of the students, Havelka, J., (1990) came to conclusion that the gender presents a significant correlate of school performance. By applying criterion-referenced tests in *mother tongue, mathematics, physics, chemistry, biology, geography, natural sciences, history, and technical engineering&craft education*, differences were established between girls' school performance and boys' school performance. The analysis of their achievements in each of the subjects has resulted in strong opinion that girls rank better in the mother tongue course and in social sciences course, whereas boys rank higher in natural sciences and in math.

While studying the effect of the experimental programme on learning at school, Brković (1994) concluded that boys ranked better in math problems solving, in the reading speed, and in discerning abstract relations. On the other side, girls were pronounced more responsible (with their higher results on the responsibility scale) and more efficient in reading comprehension (the longer the reading material, the better achievements accomplished by the girls).

The conclusion that there are differences in learning, i.e., in content acquisition with students of different gender was also reached in the research study conducted by Kocić (1992), whose findings prove that girls achieve better results in more fields than boys achieve, and that they show greater knowledge homogeneity than they do.

According to the research study conducted by Stevanović (1958) the gender is the reason for the differences in the school performance between boys and girls. The study confirms that girls are more organized and hard-working than boys and perform better in reading, spelling, composition writing, as well as in mother tongue and foreign tongue courses. However, boys do better in the fields of the natural sciences and exact sciences.

In primary education girls have better achievements than boys due to the greater application of verbal instructions, the girls' ability to utilize various types of verbal learning, and the faster intellectual maturing. Unlikely to the primary school education, in the curriculum of the secondary school education the natural and exact sciences prevail and appeal to boys. Thus, it is in these fields that they show greater learning capacities and accordingly better school achievements than girls.

Learning differences between genders are neither a consequence of intellectual capacities differences nor a consequence of female inferiority but a result of motivational factors, interestedness, and in some cases – diachronically viewed, the feeling of inferiority (Stevanović 1958).

On the other side, in his research study, Špijunović (1994) argues in favour of the stand that the gender is not a significant determinant of students achievements and does not find significant differences in the maturity of creative thinking between boys and girls – either in general framework or in its separate components (originality, flexibility, fluency, redefinition, elaboration skills).

A simple answer cannot be given to the question whether girls are more successful in school performance than boys. We cannot and we must not regard the gender as an isolated factor that influences the learning process.

The school performance is a complex category resulting from the individual and mutual influence of a large number of determinants such as the economic, the social, the motivational, and the familial ones, and the gender is only one of those.

#### 2.4. The influence of parents' educational status on the students' achievements

The results of numerous research studies show that familial conditions significantly influence students' achievements. It has been a mere constatation that the success in learning is determined by the economic standard and the familial educational status (Dizdarević, 1972), parents' education and occupation (Vučić et al., 1975), family finances (Toličić, 1966), and other familial factors (Stojanovski, 1982, *Obrazovnoto nivo na roditelite kako faktor za uspehot vo učenjeto*<sup>71</sup>, 3 - 4, 81 - 86).

Although the influence of parents' educational status on students' achievements has been frequently the focus of research studies, this factor and its influence have rarely been researched in the already changed social and economic relations or in the constellation with the other factors of learning such as motivation, learning capacities, etc.

It has been asserted that students with same learning capacities accomplish different results (Stojanovski, 1982). This study confirms that the higher education of parents is in direct correlation with students' timely completion of school education, in this case – the academically oriented secondary school. On the other side, students whose parents have lower educational status have either not completed their education at all or not in time. All of this indicates that the factor of parents' level of education significantly influences students' achievements; and even more, this influence is of a long-term nature.

It has been assumed that the more intellectual climate, common in the families with higher education status, provides more possibilities for cooperation, obtaining and exchanging information, higher motivation, and encouragement of student's desire to succeed.

## CONCLUSION

At the end of this paper, we cannot but give a short and maybe a more experience-based picture of this set of issues upon the overall content and structure features of the study.

Thus, we may say that the efforts for higher students' achievements at school in our country's current situation is the priority of nearly all of our schools, especially of the urban

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<sup>71</sup> Stojanovski, 1982, *Parents Level of Educational As A Factor of Learning Achievements*, 3 - 4, 81 -

ones. It seems as if increasing students' success in the fifth grade, and particularly in the ninth, has become a compulsory objective of each of the primary education institutions.

The tendency for students to reach higher general achievements is a current trend practiced by parents as well, irrespectively of our will. However, an objectivizing explanation of the previously stated personal stands and opinions is to be pursued. This necessity is imposed by the conditions, the ranking, the status and the other characteristics of the schools in our society nowadays as well as by the ones of their students and students' parents.

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# BUILDING A CULTURE OF INTEGRITY IN THE CLASSROOM<sup>72</sup>

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## Abstract

Among other skills that should be possessed by a teacher is the organization of the work in the classroom in which there is cooperation between the entities represented in it. S/He is obliged to provide a friendly and working atmosphere, democratic environment in which the rules in the classroom will be jointly created, everyone will behave responsibly and show mutual respect. Democratic classroom is a place of opportunity and self-initiative among students, willingness and authority, freedom of thought and speech, respect for differences and similarities and the integrity of the person. The integrity is manifested in the willingness to adhere to the values that are most important in life. Integrity is the foundation of character. It is a choice of values and resolution to live by those values that form the character and personality. And it is integrity that enhances all other human values. The quality of the person is determined by how well s/he lives up to the values that are most important. Integrity is the quality that locks in the values and causes to live consistent with them. The emphasis in this paper will be placed precisely on building a culture of integrity in the classroom. It should also be understood as an integral part of the democratic classroom and something that shouldn't be neglected.

**Key words:** *classroom, integrity, culture, teacher, students*

## 1. INTRODUCTION

Besides developing the specific skills and abilities, especially in the area of literacy and transfer of knowledge, the school plays an important role in the transmission of culture and traditions of a society. The teacher has a role in the critical appreciation of culture and the assistance it gives to students in order to understand their place in the world of interlocking faiths and beliefs. Experience that students gain when equally valued, when they have the right to their own voice, respect the opinions of others, when they realize that they have their rights and corresponding duties- these are the values that are important for the future. Despite the family, in the classroom students get their first views to the wider community and develop an opinion that can create and maintain throughout life. (Boyle, 1997) The best way for students to learn is when they are placed in a situation to be interacting with others, negotiating, solving problems and thinking about their actions. Positive behavior among students is best developed where the values come from within and are not imposed from outside threats, using authority or promising a reward. (Kochoska, 2007)

The integrity of the person occupies a special place in the Universal Declaration of Human Rights, which is incorporated in the Constitution of the Republic of Macedonia. It is one of the major benefits of democracy and requires mandatory compliance of the physical

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<sup>72</sup> Specialized paper

and moral integrity of the person. (Dobri, 2003) Therefore it deserves special attention in the classroom, his existence, compliance and validation in everyday practice.

## **2. DEFINITION OF INTEGRITY**

Integrity is the quality of being honest - having strong moral principles and moral uprightness. It is generally a personal choice to uphold oneself to consistently moral and ethical standards. In ethics, integrity is regarded by many people as the honesty and truthfulness or accuracy of one's actions. Integrity can stand in opposition to hypocrisy, in that judging with the standards of integrity involves regarding internal consistency as a virtue, and suggests that parties holding within themselves apparently conflicting values should account for the discrepancy or alter their beliefs.

The word integrity evolved from the Latin adjective *integer* meaning whole or complete. In this context, integrity is the inner sense of "wholeness" deriving from qualities such as honesty and consistency of character. As such, one may judge that others "have integrity" to the extent that they act according to the values, beliefs and principles they claim to hold. A value system's abstraction depth and range of applicable interaction may also function as significant factors in identifying integrity due to their congruence or lack of congruence with observation. A value system may evolve in a while, while retaining integrity if those who espouse the values account for and resolve inconsistencies. (Wikipedia, the free encyclopedia, 2015)

"Integrity is doing the right thing even when no one is watching." C. S. Lewis

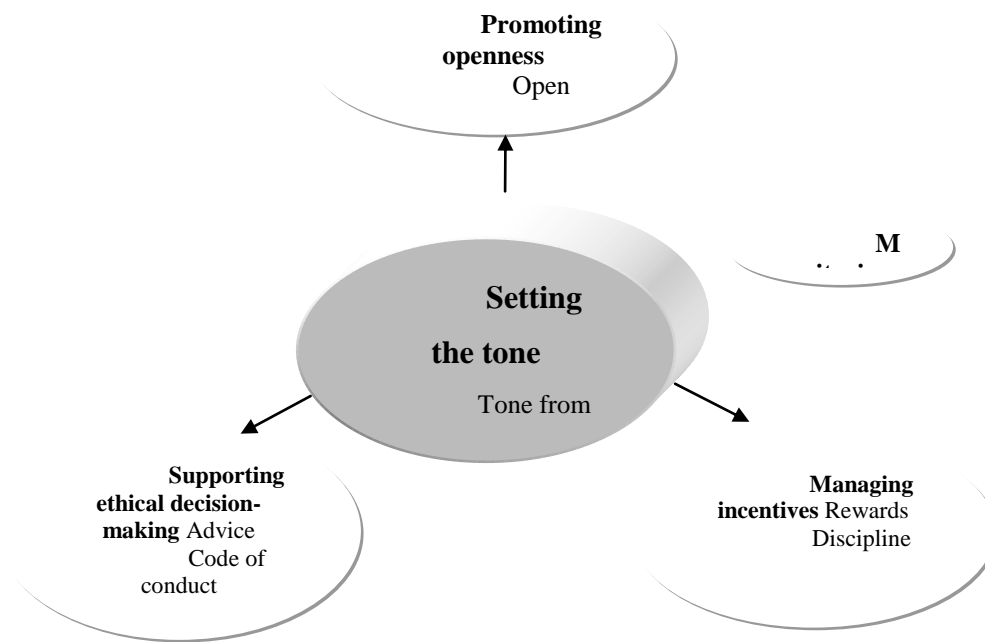
Integrity is holding oneself to a high ethical standard because it is the right thing to do. Integrity is intrinsically motivated. It is self-imposed. (MacLean, 2015)

## **3. THE IMPORTANCE OF INTEGRITY**

Integrity is an idea that already has great importance in a democratic society. Perceived problems of integrity and ethical culture are very common in many areas and also in the classroom. There is, however, apparently a widespread perception that students are lacking in the kind of culture that is conducive to behavior with integrity. Therefore it is important to put an emphasis on the creation and building of such a culture in the classroom. A strong ethical culture is also essential for motivating the students in the right way. Productive relationships between students within the classroom and out of it rely on trust, and a lack of trust can be poisonous to student's motivation. Working in pleasant atmosphere with a good ethical culture is motivating both at the level of day to day study. It feels good to work and study in the classroom which you know will treat you fairly and will not pressure you to act unethically and at the level of the wider context within which that work sits (it feels good to be in the place whose aims and values you endorse). There are also a number of good reasons why integrity specifically is a useful focus for the students.

Integrity is distinctive from ethical behavior. There are many reasons why one might behave ethically. For example, there might be a threat of punishment, or a promise of a reward, to keep one in line. But following one's self-interest in this way, even if it results in ethical behavior, is not integrity. Integrity is an aspect of character that leads us to develop deeply-held ethical commitments and to act on them consistently. People with integrity will, tend to behave ethically not only when it is in their own interest, narrowly construed, to do so, but also when it is not. Emphasizing integrity, encourages students inclination to act on principle, and to take others' interests into account.

The diagram below summarizes the elements of the framework for integrity and shows how the framework fits together. (Macintosh, 2014)



Picture 1. Elements of the framework for integrity

Probably the two most powerful tools at classroom disposal are the teacher's tone and his/her efforts to promote an open culture. Using these tools makes it much more likely that the classroom as a whole will be successful. Teachers that take integrity seriously will take steps to help individuals with the process of ethical decision-making and seek to support students in acting on their decisions. He should also promote openness among students. The aim is to create an environment in which open discussion of issues is encouraged. However there will always be situations in the classroom in which students do not feel able to raise issues openly. Particularly where the issue involves specific people, there can be the fear of reprisals or more subtle negative repercussions for speaking out. In such situations, the teacher is the one that should encourage his students to talk openly and friendly about all the issues concerned. The importance of openness to the integrity in the classroom is a counterbalance to the idea that consistency is all that matters. If it involves the use of power and efforts to keep students under control, especially if it means silencing dissenting voices, then it does not serve integrity. A classroom with integrity is one that promotes the kind of culture which encourages students to voice concerns and in which ethical matters form part of the everyday conversation.

The single most important quality someone can ever develop that will enhance every part of his life is the value of integrity. Integrity is the core quality of a successful and happy life. Having integrity means being totally honest and truthful in every part of life. By making the commitment to become a totally honest person, it means doing more to ensure the success and happiness in life than anything else someone can ever do.

Integrity is a value, like persistence, courage, and intelligence. It is a choice of values and resolution to live by those values that form the character and personality. And it is integrity that enhances all other human values. The quality of the person is determined by how well she lives up to the values that are most important. Integrity is the quality that locks in the values and causes to live consistent with them.

Integrity is the foundation of character. A person who has integrity also has an unblemished character in every area of his or her life. One of the most important activities

that can be engaged in is developing the character. And one of the best ways to develop the character is by consistently doing the same things that a thoroughly honest person would do in every area of his or her life.

The integrity is manifested in willingness to adhere to the values that are most important in life. It's easy to make promises but often very hard to keep them. But every time we keep a promise that we've made, it is an act of integrity, which in turn strengthens the character. As we act with integrity in everything we do, we will find that every part of our lives will improve. We will begin to attract the best people and situations into the life and become an outstanding person as well as a success in everything we do. (Nikitina, 2015)

There are many reasons why *integrity* should be at the first place for every teacher. Here are some of the main:

1. Trust- if you are a person that has integrity, your personal relationships and professional relationships will be genuine and the people around you will know they can trust you with anything.
2. Responsible- if you have integrity, people will give you higher level responsibilities because they know and feel like you will always do the right thing.
3. Respect- if you stand up for doing the right thing, people at times may not always agree with what you do, but they will have a great respect for you, that you stand up for what you believe in.
4. Authentic- with integrity, you are looked at as real person, someone with class. People with high integrity never have to look over their shoulder for anything they've done. They can feel good about the choices they make. (Smart Chic)

#### **4. THE CLASSROOM CULTURE**

Culture plays a special role in the blossoming of life and in upholding peace, progress and prosperity in society. (Peace, 2011) Among other things, culture is also present in the classroom. To what extent it will be present depends on how it is practiced and confirmed by the entities involved in the teaching process. The main carrier of this task is the teacher in cooperation with his students. A classroom culture of trust and acceptance is the foundation for establishing an environment in which students are empowered and comfortable with: providing feedback to continuously improve classroom teaching and learning, learning from mistakes to enhance achievement, aiming for "stretch" goals to maximize their potential. (Montgomery County Public School, 2010)

Building a culture in the classroom can begin with creation of appropriate rules therein. The most effective classroom rules are those that:

- Are based on values such as dignity, safety, belonging, kindness and accountability
- Help a young person feel valued, protected, nurtured and empowered
- Are mutually written and agreed upon by teachers and students
- Are referred to again and again throughout the year- as a living statement that guides all interpersonal interactions rather than as an irrelevant piece of art hung on a wall.

Phrases used in the classroom between students and between teachers and students also play a very important role in building a culture in the classroom. The messages that adults communicate have a way of becoming internalized as part of a child's own inner voice. More efficient than a lecture and has more impact than a finger- wagging warning, positive classroom phrases play a powerful role in preventing cruel behavior among young people. These consistently-used messages shape the classroom's culture and impact the way kids think about themselves in relation to others.

Effective modeling techniques of classroom cultures are champions of the underdog and standard bearers of acceptance. Effective modeling techniques of classroom cultures are champions of the underdog and standard bearers of acceptance. They use a model of kindness and inclusion in all of their interactions- especially the ones that are most challenging. This is how their students move beyond the lip service of wall art and actually live the values of their classroom culture. When every action, every day is shaped by norms of kindness, dignity, safety, belonging, and accountability, bullying behavior never has a chance to take root. When the conflict is managed with dignity, young people learn that kindness matters. (Whitson, 2014)

## **5. BUILDING A CULTURE OF INTEGRITY IN THE CLASSROOM**

Children are not born with integrity or the behaviors we associate with it like honesty, honor, respect, authenticity, social responsibility, and the courage to stand up for what they believe is right. It is derived through a process of cultural socialization- influences from all spheres of a child's life. In their school environments, students acquire these values and behaviors from adult role models and peers, and in particular, through an understanding of the principles of academic integrity. When students learn integrity in classroom settings, it helps them apply similar principles to other aspects of their lives. Academic curriculum is constantly updated to meet the increasing demands of a changing knowledge society. (Price-Mitchell, 2015)

Teachers who transform lives understand not only how to teach curriculum, but also how children develop into capable, caring, and engaged adults. They see beyond quantitative measurements of success to the core abilities that help students live healthy, productive lives.

Integrity is part of the model designed for engaging families, schools, and communities in the principles of positive youth development) because integrity is the basis of social harmony and action. Despite societal forces that test integrity, children deserve a world that values truth, honesty, and justice. Linked by research to self-awareness, sociability, and the five other abilities on the compass, integrity is one of the 8 Pathways to Every Student's Success. (Price-Mitchell, Edutopia, 2015)

Integrity is the ability to act consistently with the values, beliefs, and principles that we claim to hold. It's about courage, honesty, and respect in one's daily interactions and doing the right thing even when no one is watching. Integrity is also an essential to the proper exercise of individual responsibility.

Children's integrity can be shaped by treating them with respect and dignity, and listening to their feelings and concerns without judgment. When we praise students for demonstrating their values, beliefs, and principles through actions, we remind them of their value as ethical human beings, beyond a grade or test score. (Price-Mitchell, Edutopia, 2015)

Marilyn Price- Mitchell suggests that integrity can be gained through cultural socialization, so it is all of our responsibilities to help teach and guide young minds to be of strong moral character. She listed 5 ways to increase integrity in the classrooms.

1. Infuse integrity into classroom culture
2. Develop a moral vocabulary
3. Respond appropriately when cheating occurs
4. Use quotes to ignite meaningful conversations
5. Help students believe in themselves (Price-Mitchell, The Digital Student Summer 2015, 2015)

The development of culture of integrity in the classroom begins with establishing a culture of acceptance and trust. To do this, the teacher needs to:

- encourage students to participate and engage in process thinking

- model acceptance and respect as students offer ideas to improve the classroom culture or learning system
- act upon students' suggestions to reinforce the value of student input (Montgomery County Public School, 2010)

A true teacher is one who respects the democratic principles and promotes a culture of integrity within his classroom. Building a culture of integrity in the classroom is a long-term process and one that requires attention to the detail of how techniques are implemented. Teacher should pay attention to the individual techniques within their framework for integrity, but also to the framework as a whole and the way the techniques relate to one another. Above all, integrity produces integrity. Teacher, who expects his students to display integrity, must display integrity in his interaction with them also. (Macintosh, 2014)

Without acceptance and trust, students' energy may be diverted from learning to self-protection. A trusting environment empowers students to become accountable for their own learning and the learning of others. Learning accountability will prepare them for lifelong achievement and taking responsibility in the workplace in the future.

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# CASE STUDY ON THE USE OF INTERNATIONALISMS BY GRADUATED TRANSLATORS AND STUDENTS OF TRANSLATION AND INTERPRETING STUDIES<sup>73</sup>

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## Abstract

Global developments often affect the language people use in order to express contemporary processes and novelties. The Macedonian language is not immune to the inflow of new international terminology, which is strongly evident in both oral and spoken form. This tendency is also observed among graduate translators as well as among students at the Faculty of Philology in Skopje attending translation and interpreting studies who face the growing challenge of using international vocabulary as opposed to domestic equivalents. The main purpose of this case study is to examine their tendency for use of international lexis as opposed to domestic lexis in the translations of specialised political and economic texts as well as to inquire into the reasons for such use. Moreover, the ultimate goal of this case study is to draw adequate conclusions in the relevant subject-matter, which will also produce statistically analysable data on the basis of which applicable solutions can be proposed for the current and future students at the Department of Translation and Interpreting.

*Keywords: international terminology, domestic lexis, specialised translation, survey*

## 1. Introduction

The recent global developments on the political scene, on the international business market and in the field of information technology innovations affect the everyday lives of all people and nations. For example, the recent United States financial crisis had global consequences and has affected the European countries as well. Global developments often affect the language people use in order to express contemporary processes and novelties on the international scene, whereas the Macedonian language is not excluded from this inexorable process. International terminology travels fast and becomes widespread through the mass media, and as a result no language is immune to the inflow of contemporary international terminology that is primarily of Anglo-Saxon origin, especially in the field of politics and economy.

In fact, the inflow of contemporary international terminology in the Macedonian language is strongly evident in both oral and spoken form, in particular in the everyday audio-visual and electronic media and has a strongly influence on the terminology used by the expert public, such as government officials, university professors, political and economic analysts, etc. This tendency is also observed among professional translators as well as among students as they have access to popular media, specialised literature in different fields, publications and contact with experts from various disciplines. In particular, this study

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<sup>73</sup> Original scientific paper

focuses on graduated and current students at the Department of Translation and Interpreting within the Faculty of Philology “Blaze Koneski” in Skopje, who face the growing challenge and pressure of using international vocabulary in the translations they produce, which are intended for the general and expert public.

## **2. Purpose and Questions of the Case Study**

Specialised translation is non-cultural and encompasses various areas, such as politics, commerce, finance, government, etc. (Newmark, 1988: 151). There is a great demand for translation in these areas in the Republic of Macedonia and they are also the main areas of focus of the students of translation and interpreting studies. The detailed evaluation of published translations in these fields shows a growing tendency among specialised translators for use of international vocabulary as opposed to domestic lexis, especially in the fields of politics and economy. This trend is also evident among fourth-year students attending courses of written translations and specialised terminology for translators and interpreters.

Considering the above, we shall begin the analysis with the general observation that both groups tend to use many internationalisms, whereas this preliminary observation will serve as an initial thesis for the research. Therefore, this case study strives to provide answers to two main questions:

- “Do graduate translators and students of translation and interpreting studies prefer to use international or domestic lexis in the specialised translations they produce?”
- “What are the main reasons for use of international lexis on one side and for use of domestic lexis on the other side in specialised translations?”

The results of the conducted research aimed at answering these two questions will confirm or discard the initial thesis, in particular whether there is a tendency for passive borrowing of international lexis (foreignisation) or for coming up with translation solutions by using standard Macedonian translation equivalents (naturalisation). In this manner, the main purpose of this case study is to answer both questions by performing a quantitative and qualitative analysis that will examine the degree of use and the reasons for use of international lexis as opposed to domestic lexis in specialised translations, with special focus on political and economic texts. Moreover, the ultimate goal of the case study is to draw adequate conclusions in the relevant subject-matter by applying the method of survey research that will provide statistically analysable data, as well as to propose applicable solutions for the current and future students at the Department of Translation and Interpreting.

## **3. Methodology of Research**

The method of research used in this empirical study involves a survey research due to the fact that the survey method is considered as a useful tool for assessment of educational progress (Groves, Fowler, Couper, Lepkowski, Singer, Tourangeau, 2009: 20). Namely, for the purpose of this case study, a survey was conducted among 150 surveyees divided into three different groups (each group is composed of 50 surveyees), as follows:

- a. Translators with professional experience in highly specialised translations of political and economic texts (who are graduated students at the Department of Translation and Interpreting);
- b. Translators with professional experience in other non-specialised translations (with different educational background); and

c. Inexperienced fourth-year students at the Department of Translation and Interpreting without professional translation experience.

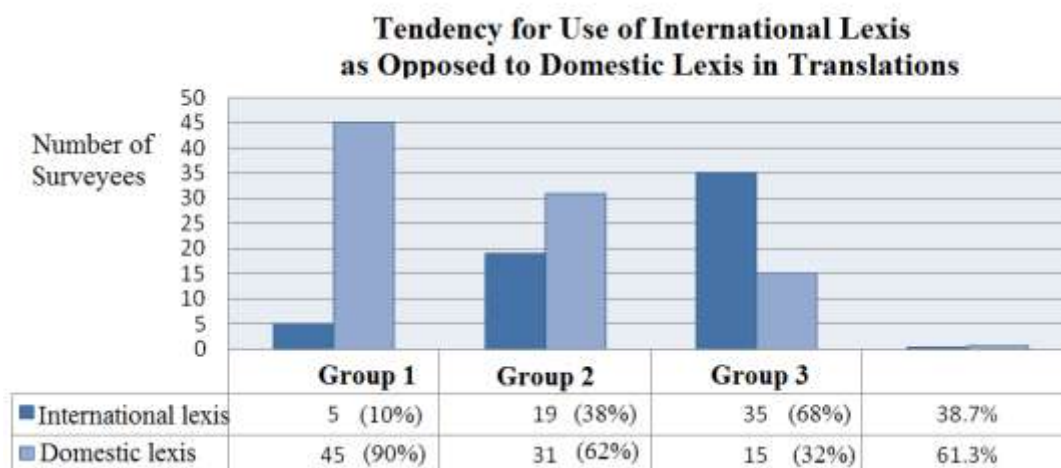
The conducted survey is of non-standard type with no pre-determined answers to the questions and it is specifically designed to obtain detailed and elaborated input from the surveyees. In particular, the survey is composed of two complementary parts. The purpose of the first part is to compare the surveyees' opinions and views on the following seven questions:

- I. Provide personal information (year of birth, type of education, current profession, translation experience);
- II. Which are the areas of your translation expertise (politics, economy, finance, government, literature, etc.)?
- III. Do you think that for translation of specialised political and economic texts it is more adequate to use international lexis or to provide Macedonian translation equivalents in compliance with the standard language norms? Please elaborate.
- IV. What are the main reasons for use of international lexis as opposed to domestic lexis in specialised translations? Please elaborate.
- V. Replace the specialised terms given below with a suitable Macedonian translation equivalent.
- VI. Which of the specialised terms given below are internationalisms?
- VII. Are you familiar with quality specialised dictionaries from English to Macedonian that are helpful for translation of political and economic texts?

On the other hand, the second part of the survey is practical and it contains two tasks where the surveyees are asked to produce translation of excerpts from political and economic texts. In this manner, the purpose of the survey is to compare the opinions and views of three versatile groups of surveyees and to analyse whether they have a tendency for passive borrowing of international lexis or for coming up with adequate translation solutions by using standard Macedonian translation equivalents.

#### 4. Results of the Research

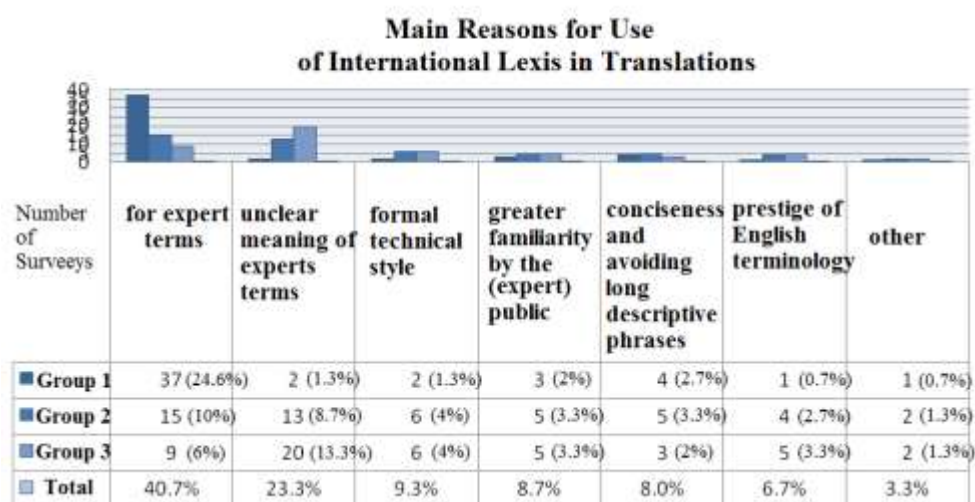
The summarised results from the conducted survey provide statistically analysable data presented in three graphs given below. *Graph 1* below shows whether the surveyees prefer to use international or domestic lexis in specialised translations.



The quantitative results presented in Graph 1 show that 61.3% of the surveyees prefer the use of domestic lexis in specialised translations, as opposed to 38.7% who prefer to use internationalisms. Namely, the first group composed of graduate translators with professional experience in highly specialised translations has a preference to find proper translation equivalents in Macedonian whenever possible (90% as opposed to 10% who mainly resort to internationalisms), for example *merger* > *спојување*, even in cases when the internationalism is accepted among the expert public, for example *Greenfield investments* > *инвестиции од нула*, where they also tend to provide descriptive translation rather than adaptation of the foreign word, for example *outsourcing* > *ангажирање надворешни соработници*.

The second group of surveyees with professional experience in other non-specialised translations mainly prefers domestic translation equivalents (62% as opposed to 38%), but they still prefer to use internationalisms for more specific expert terms, for example *Greenfield investments* > *Гринфилд инвестиции*. In this group, an attempt for balance is visible. However, deviations from the standard language were noticed among the inexperienced translators from the third group, with 68% of them resorting to unnecessary direct transcription to Cyrillic alphabet and literal translation, for example *outsourcing* > *аутсорсинг*, *to generate profit* > *генерира профит*. Many surveyees from this group avoid using Macedonian translation equivalents and prefer the foreign word, such as *bankruptcy* > *банкрот* (instead of *стечај*), whereas only a small number of them (32%) have used Macedonian translation equivalents for the expert terms. It is therefore important to inquire into the reasons for such a large use of internationalisms among the third group (68%) and even the second group (38%).

To summarise, on the basis of the statistical data from Graph 1 we can conclude that many foreign terms and even professional expressions can be translated with adequate translation equivalents in the target language and that internationalisms are not always necessary or irreplaceable even in the case of terminological lexis. As for the reasons for use of international lexis (rather than domestic lexis) in specialised translations, the elaborations given by the surveyees can generally be classified into several groups as presented on *Graph 2* below:



The statistical data presented in Graph 2 show that approximately 40.7% of the surveyed translators prefer to use foreign lexis because it is part of the internationally used expert terminology, for example *depreciation* > *депресијација*. In addition, they specifically emphasise that many international terms do not have Macedonian equivalents, for example *holding* > *холдинг*, and that sometimes the Macedonian equivalent may have general

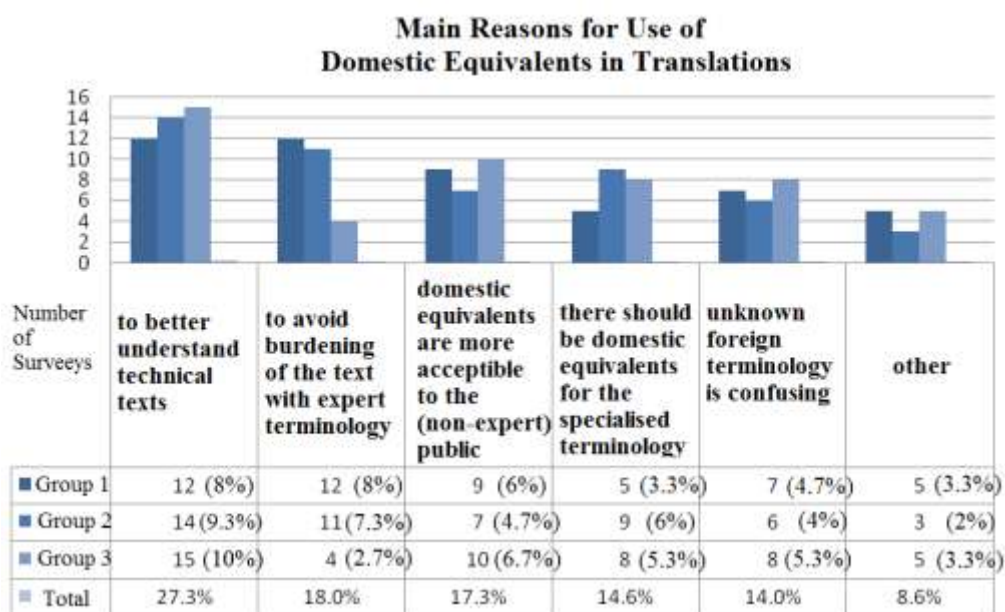
meaning, such as *cluster* > *грозд* (од *претпријатија*) (compared to *кластер* (од *претпријатија*)). This was the main answer of 37% from the surveyees from group 1.

In addition, 23.3% of the surveyees (mainly from group 3) explained that when they do not understand the meaning of expert terms they use foreign words as a simpler and easier solution, for example *inputs* > *инпути* (instead of *фактори* (*чинители*) на *производство*). 9.3% (mainly from group 2 and 3) tend to use international lexis to make the translation more formal and to preserve the technical style, for example *entity* > *ентитет* (instead of *субјект*), *recipient* > *реципиент* (instead of *примател*), whereas this was the opinion of only a small number of surveyees from group 1 (only 1.3%).

Some of the surveyees from all three groups (8.7%) consider internationalisms to be more familiar to the public, especially to the expert public, and that it is superfluous to explain their meaning, for example *spin-off enterprises* > *спин-оф претпријатија*, whereas there are those who believe that the Anglo-Saxon terminology is more accepted due to the prestige of the English language in the political and economic sphere (6.7% of the surveyees), for example *off-shore companies* > *офшор компании* (instead of *прекуморски компании*).

Several surveyees from all three groups (8%) have used internationalisms in order to avoid long descriptive phrases with the purpose of conciseness and economy of the translation, for example *business start-up* > *бизнис стар-ап* (instead of *отпочнување нова компанија*). 3.3% of the surveyees have indicated other reasons for use of internationalisms in their translations, mainly that the recent global developments result in new contemporary lexis, mainly neologisms, that are not included in the specialised dictionaries from English to Macedonian language, so translators are forced to use foreign terms and expressions.

On the other hand, *Graph 3* below shows the main reasons for use of domestic lexis in the translations rather than internationalisms, which can be generally classified into several groups as shown below.



27.3% of the surveyees (from all three groups) explained that by using domestic equivalents the translation becomes more clear and understandable, while 18% indicated that in that way they avoid burdening of the translation with too much abstract terminology. Furthermore, 17.3% consider domestic equivalents to be more acceptable to the (non-expert) public, while 14.6% of the surveyees think that there should be proper Macedonian equivalents for expert terms that will enrich the lexical stock of the language because by passive borrowing of ready-made internationalisms, our language will become poor and

foreignised. Some translators from all three groups indicated that not everyone understands the meaning of international vocabulary so they are therefore often incorrectly used, i.e. translated and also misunderstood by the readers.

After summarising the main reasons indicated by the surveyees it is possible to draw relevant conclusions on the validity of their answers and to propose adequate and applicable recommendations.

## 5. Conclusions

On the basis of the presented results above, it is possible to partially discard the initial observation that served as a starting thesis for the research. Furthermore, the qualitative and quantitative results can be used to make relevant conclusions aimed at answering both questions of the research. The ultimate goal of this case study is to propose applicable solutions and recommendation for the current and future students at the Department of Translation and Interpreting.

As for the two specific questions of the case study, graduated translators and students of translation and interpreting studies prefer to use domestic lexis in the specialised translations they produce, whenever this is possible, whereas they do not resort to internationalisms at any cost. However, those with less experience, primarily the students, tend to use more internationalisms, i.e. foreign lexis in general. The main reason for use of international lexis is that it often appears to be the easier and safest solution in the case of unclear specialised terminology, whereas some think that it is more adequate in highly specialised formal translations and technical style and more familiar to the expert public.

However, the larger number of surveyees prefer to use domestic lexis in these types of translations because their primary goal is to achieve clarity and better understanding of the technical content. They think that it is best to find proper Macedonian translation equivalents whenever possible, but not at every cost. In fact, internationalisms play an important role for smooth communication, especially among experts in a specific field, but numerous examples from the survey show that they are not always necessary or irreplaceable so translators should not overburden the text with foreign words because their excessive use might produce abstract, static and incomprehensible translations, for example *Many mergers of enterprises generating enormous profits have been announced* > *Најавени се многу мерџери на компании што генерираат енормни профити* (is less clear and understandable than *Најавени се многу спојувања на претпријатија што остваруваат огромна добивка*).

It is irrefutable that there is massive inflow of new specialised terminology in all European languages that is strongly influenced by the recent global developments, however, even in the cases where there are no direct translation equivalents for the expert terms, it is recommendable to first resort to providing a descriptive explanation of the meaning of the term, rather than passive transference from Latin to Cyrillic alphabet, as shown with several examples above. One of the main recommendations for current and future students of translation and interpreting is that foreign words and phraseological expressions must not replace the domestic lexis where there are already proper Macedonian equivalents.

An important conclusion from the conducted survey is that the translators' experience is very important for high quality translation, but if one does not understand the meaning of the expert terms, he/she is more likely to make a mistake. Therefore, a strong recommendation for students translating highly specialised texts is to do extensive research, not only of terminological nature, but also of technical nature, because when translators do not understand the meaning of the term they tend to translate it incorrectly, for example *grace period* > *период на помилување* (instead of *период на одложување*). This is valid for both experienced and inexperienced translators and it is also important to emphasise that even

when translators want to be on the safe side, it is not justifiable to simply resort to the use of foreign words, for example *зрeжc нeпуoд*, rather than exploring the meaning of the term. Last but not least, the provided answers by the surveyees point out that the target audience is very important when creating a translation. Namely, if the translation is intended for the general public it is understandable that laymen do not understand expert terms, for example, not everyone understands the meaning of *merit-based system, start-up companies*, etc. so the translation must not be abundant in foreign terminology. In such cases the translators must strive to achieve understanding of the content, for example, *систeм нa нaпpeдyвaњe cпopeд зaслyги, нoви кoмпaниje*, etc. To conclude, in a period of growing challenge and pressure to use international vocabulary, translations face the difficult task to preserve the standard language on one side and to come up with suitable solutions accepted by the expert public.

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# INTERACTIVE MUSICAL GAMES IN THE FIRST CYCLE OF NINE-YEAR PRIMARY EDUCATION<sup>74</sup>

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## **Abstract**

Starting the first cycle of the nine-year primary education, the students are introduced to many new things in the field of music – proper sitting, proper breathing, learning children's musical instruments and their correct way of using, but also to many other elements, which initiate great interest at students. In order to keep the interest and make it bigger, the teachers shall interactively entwine all the anticipated contents with musical games and musical activities, starting from the known to unknown, for example – number songs, familiar songs or compositions students have already heard. In the frames of this paper, a few musical games will be presented entwined with series of musical activities which are in function of revealing individual musical abilities of students. These musical games will enable teachers to apply them every day during the curricular and extracurricular activities.

**Keywords:** *interactive musical games, first cycle, musical activities*

## **Introduction**

Working day is always good to start with music. Every child likes the music and has a wish for a personal musical presentation. Skillful pedagogue can activate the emotional side of the student through music. The students at this age have a wish to flaunt in different musical activities. Also, when students work actively on curricula of other subjects (for example: Macedonian language, Art etc.) music shall always be present. According to Robert Schmitt – Learning with good music is a true pleasure. The music enriches human spirit, it sublimates our ego and makes us happier, merrier and with a higher confidence. It is extremely important and inseparable part of the human culture and life and it is inseparably entwined in every moment of our life.

The objective of the Music education curriculum is to develop love and interest towards music through singing, developing interest for listening to valuable artistic and folklore achievements, a wish to get to know children's musical instruments, collective and individual music learning, developing expressive artistic skills for different dances from our regions and from the whole world. With their rich imagination and wish to express their musical abilities, the students will participate in different activities that shall be organized in their schools.

Children have sung since they were born. The song is inseparable part of their life. The song is everywhere. Children want to sing a lot. But in the first cycle of the nine-year

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<sup>74</sup> Revisional scientific paper



primary education, the students have to be shown a few elementary things that will help them sing properly.

That is:

- proper sitting
- proper breathing
- proper speaking – reading of the text
- singing moderately (not yelling)
- proper intonation
- clear rhythm
- to start and to finish at teacher's mark

Before starting with elaboration of a song, the proper way of sitting or standing in choir shall be explained. Proper breathing can be explained through taking a breath. For example, as we smell our favourite flower (we breathe in through the nose) and now we shall blow into a warm soup, but be careful not to spill it out of the plate (we breathe out through the mouth). While breathing in through the nose, the shoulders shall not be lifted. The diaphragm is filled with air and then is emptied when we breathe out (we fill and empty the balloon). It can be concluded that the air is taken through the nose and emitted through the mouth.

Singing represents the most accessible way of music for every person. Singing songs is one of the most important elements in the psychophysical development of children and in the music education. With the song, children are surrounded by everyday and they can express their adventures and feelings through it. Children's voice is developing. At children aged 6 it is very gentle, with a small range (approximately c1 – a1). That's why we should be careful in choosing the songs so they are appropriate to the voice abilities, and the singing not to be forced (with yelling). All elements of proper vocal interpretation developed in the curricula are developed and accepted gradually, but the teacher should persist (within the frames of the students' abilities) to their proper application.

### **Interactive musical games**

Musical education as a teaching subject has an aim to make students love music, to develop a wish to actively use it, to learn to sing, play and listen to music and through it to develop their musical abilities. All of this prepare students for life, enable them to become active user or creator of musical culture. This subject can be specially used for integration with other subjects as well.

That's why music and song are involved in the curriculum for primary education and it is especially significant in the first cycle from I to III grade, when students acquire their basic knowledge. The aims for development period<sup>75</sup> from I to III grade are:

- Students to feel the beauty of the music;
- To initiate them to sing, play, dance;
- To release from stress, emotional tension through listening to music and musical expression;
- To show interest and wish to perform musical activities;
- To initiate them to work in pairs and in groups;
- To get to know children's songs, short vocal instrumental compositions, part of the national musical creations etc.

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<sup>75</sup>Curriculum for first grade in musical education

Interactive musical games<sup>76</sup> as content are movement games (unlike static games which can also be successfully used in the curriculum). In organizing musical games, there are frontal, group (mostly) and individual forms of work used.

Each game has its beginning, development and end. These stages of the game shall be in compliance with the beginning, development and end of the music. In each grade there will be children with more expressed ability for coordinated movement, motoric memory etc. the aim is all the children to be active, each in the frames of his/her own abilities. We shall not discourage if we don't succeed to achieve equally good performance with all the children and we shall not discourage children with negative comments, but we shall have a lot of patience and good word for every, even a minimum success.

Interactive musical games have three mutually linked elements in development of the child:

- Musical development (development of musical hearing, rhythm, memory, perception, coordination of the music and movements, deepening the knowledge);
- Forming proper habits of movements: stepping, jumping, running, circling, movement of arms, clapping hands, lining up and arraying, movement with objects, dance elements;
- Forming ability to orientate in the space and ability to dominate in the space (narrow, wide, empty, full with movable and immovable objects).

Basic elements of movement (stepping, jumping, running, arraying, movement into space etc.) adopted on the class of physical education shall be applied to confirm the speed and dynamics (musical literacy) and developing sense of rhythm (theme: Singing counting songs) through concrete tasks – activities.

When performing all types of stepping, arraying, running, we shall take care of the proper attitude of the students (upright standing, but with no too much effort and torpor), equal and free movement of arms (by the rule, left leg moves together with the right arm and vice versa), equal proper breathing (without holding back breathing).

We shall not forget that the primary goal in the interactive musical games is the music itself, its characteristics and features. It is important to properly choose musical material which shall be in function of the concrete tasks linked to adoption of certain knowledge and habits. We must know very well the musical material so that we can control the movements of students. Also, we shall know and show the movements.

1. Knowing the sounds of nature

All the children sit in a circle and have bags with different pictures (cat, dog, nightingale, frog, rooster, donkey etc.), and the teacher sits in the middle. The children close their eyes and the teacher starts to tell a story about a child who is in a yard in a village at his grandmother and listens to something. Then different sounds are heard (cat's sound, dog's sound, nightingale's sound, frog's sound, rooster's sound, lamb's sound, cow's sound, thunder sound, leaves' ripple etc.) After the second listening, the children have a task to recognize the sounds and take out from their bags pictures that correspond to the sound they heard.

Task: In the table stick pictures of pleasant and unpleasant sounds.

Pleasant sounds	Unpleasant sounds

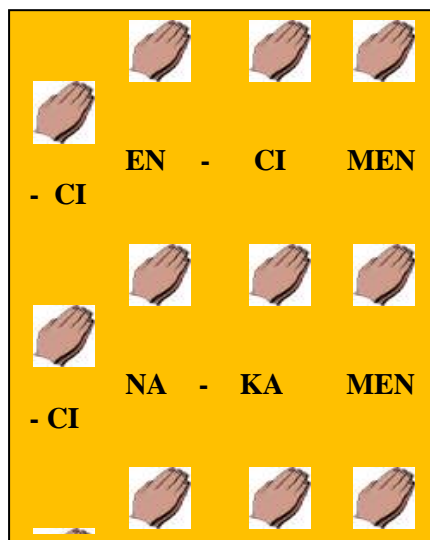
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<sup>76</sup> Ankica Vitanova, Guidance for students – working material (2015)

2. Counting songs

The counting songs are the simplest type of collective music education. When performed, it is important that the teacher gives clear sign for common beginning and ending (circle movement with the hand). The same thing stands for singing and playing children musical instruments.

**EQUAL DURATIONS THROUGH COUNTING SONG “ENCI MENCI”**



**DIFFERENT DURATIONS THROUGH THE COUNTING SONG “TARA TARA TARANA”**

TA- 	RA 	TA - 	RA 	TA- 	RA- 	NA 
TI 	SI 	MNO- 	GU 	BA- 	RA- 	NA 
NO 	JAS 	JA- 	DAM 	MU- 	SA- 	KA 
ZA- 	E- 	DNO 	SO 	PA- 	VLA- 	KA 

These counting songs can be pronounced in different variations: combining the escort (arms-legs, arms-pencil etc.) and in different speed (slow – quick) and dynamics (strong – quiet).

3. Show how you dance

Students listen to music and divide in 3-4 smaller groups. Each group has a task to come up with a dance. Then they agree in the group what kind of movements will they present (while agreeing, the music goes in the background). Then, every group presents their dance and they discuss it.

Students who show even the smallest progress should continuously be praised so that they gain self-confidence and joy regarding the fulfilled task.

4. Distinct the sound of sticks and rattles through the game “Red and green flag”

The children are in a circle. Each child is given two flags (red and green). On the sign of the teacher children move around in a circle (march) and when they hear the sound of rattles, they should stop and lift up the red flag, and if they hear the sound of the sticks they should lift up the green flag and continue moving.

RED FLAG – RATTLES  
GREEN FLAG - STICKS

One of the basic segments in musical education is the theme MUSICAL LITERACY. It is integrated with all the other themes in the curriculum. The basics of the musical literacy are adopted through singing songs, playing children’s musical instruments listening to music, music and movement.

5. Experiencing different speed through listening to the sounds of the clock.

Task: How does a clock ticks?



The teacher imitates the ticking of the clock and the students write it with hyphens – appropriate to the speed.

6. “Find the ball”

The teacher explains the game. One student gets out of the classroom (if we are outdoors – goes away from the others), and the teacher and other students hide the ball. The student that is out gets in now and search for the ball. The other students clap their hands with different strength depending on how close to the ball is the student who is searching for it (if he/she is close or getting close to the ball the other students clap their hands very strong and if he/she is far or getting far from the ball the students clap their hands quietly). Instead of clapping hands the students can say the word “top” with an appropriate loudness (close – loudly, far – quietly).

The curriculum theme Basics of the children musical expression and creation is integrated in all the other curriculum themes. That way there are conditions established for freeing and developing creative abilities at children and their intuition, fantasy, individual expression, understanding the rules of behavior in the collective musical activities in the narrower and wider environment (class, school), team work etc. Creative activities initiate

awareness of own worth and all that imports joy and contributes to creating interest for the musical education curriculum.



## 7. Woodpecker

The teacher tells the story about the woodpecker and gives students a task to imitate the woodpecker with CMI<sup>77</sup> (sticks).

The teacher asks the students to close their eyes and starts the story. The music follows the story.

“Once upon a time, when I was very little, me and my brother went for a beautiful walk where we could hear (sounds are heard of different birds and leaves ripple and a spring). And where was that? The students open their eyes and answer follows “In the woods”.

And do you know what happened? There was a woodpecker flew in from somewhere and started to peck the tree. We wondered: How can a bird knock with its peak? I told my brother: “Let’s take two sticks and try to knock as our woodpecker. And so we started imitating the bird (the students take the sticks and imitate the sound of the teacher – they repeat).

## Conclusion

The curricula of the musical education subject are in constant relation with the curricula of the mother tongue, art, mathematics, physical education and other curricula, and this way of organization gives a possibility for integrated planning of all the themes according to the needs of the students and planned activities.

Of all the characteristics and aims of the curriculum areas for the first, second and third grade, we can conclude that without knowing the areas and content of the first grade we cannot continue to the second or even third grade, because they are inseparable chain which shall be upgraded from grade to grade and the contents are mutually integrated and related so none of them shall be missed. As a result of well mastered contents the students will be able to gain knowledge and skills which are characteristic for musical education, which on the other hand is a basic precondition for good behavior, respect and nurturing certain style of music.

The students of the first cycle of nine-year primary education possess the feeling for equality of music and movement, and that’s why the ability for motoric experience of the music for them is completely natural and appears spontaneously when having musical activities (singing, listening to music, playing children’s musical instruments). Applying interactive musical games by the teachers offers great space for integration of the themes – in the subject musical education as well as in other subjects (physical education, mother tongue etc.). Interactive musical games and musical activities contribute to the musical development of the child: musicality, ability to participate in group activities, creative abilities and especially to development of feeling for rhythm and for spontaneous creative expression.

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<sup>77</sup> Children’s Musical Instruments

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# TECHNIQUES FOR EFFECTIVE AND SUCCESSFUL TEACHER – PARENT COMMUNICATION<sup>78</sup>

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## Abstract

The effective communication between teachers and parents is a significant part of the educational process. The paper puts emphasis on the relevance of successful oral communication between the interlocutors, i.e. the parent and the teacher, which is crucial for the student's healthy development, as well as for the improvement of learning and everyday communication. At the same time, the paper emphasizes the essence of the techniques for successful and effective communication that teachers should use when communicating with parents in order to improve the mutual understanding. The informal conversations with teachers indicate the urgent need to increase their competence regarding the above-mentioned techniques in order to improve the quality of the communication with parents and the educational system in general.

**Keywords:** *effective, successful, communication, teacher, parent*

**1. Introduction.** Communication is a form of interaction in which the interlocutors exchange information. The interaction is based on the individuals who participate in the process of communication, also called communicators, (Pandev, 2006: 11 – 13; Gruevski, 2004). Both, the teacher and the parent, are relevant subjects in the communication that takes place at the school, and they constantly change the role of communicators; i.e., the sender of the message can become a receiver, and vice-versa. Effective communication between the teacher and the parent is of a great importance to the educational process. It is not a one-dimensional exchange of information; rather it is a skill that the teacher should learn and practice so as to be spontaneous. It implies understanding of the content, emotions and purposes hidden in the message, so that the parent as a sender of the information feels that the teacher really listens and understands. Successful communication is not a quality that can be achieved overnight. Teachers' participation in forms for professional development, related to the techniques for successful and effective communication and their implementation in everyday practice, is very important and is the key factor for development of their competences in this field. Those forms are vital because, by participating in them, the teacher will become a part of an environment that promotes teaching of the adults and he will certainly improve his communication with the parent.

**1.2. Distinguished features of teaching adults.** According to Knowles (Knowles, The Adult Learning Theory) there are several principles for teaching adults: a) adults learn when they have the need to learn – when they learn they fulfil themselves, they feel that there is a need for improvement of their communication skills, they discover what to learn, they find problems that can arise due to lack of communication skills; b) adults learn when the

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conditions provide mutual respect, willingness to help, freedom of self-expression and acceptance of the differences – they learn when the atmosphere is comfortable, in a situation where everyone accepts everyone and respects the other person's feelings and ideas, in a situation where there is mutual trust, help and cooperation, in a situation where they can show their feeling and contribute with their experience in the learning process; c) adults learn when they feel that they participate in the learning process actively – they use their experience as a source of learning, they adapt their language to the knowledge and experience of others, they relate the acquired knowledge to their previous experience, and this makes the new knowledge easy to implement; d) adults learn when they feel that they make a progress towards the goals – they prepare criteria to measure their own progress and implement certain procedures for assessment of their progress. Also, according to Knowles, (Knowles, 1973) teaching adults has several distinguished features: a) the need to know – adults need to know the reasons why they should learn something beforehand; b) the self-perception – adults have an image of themselves that includes responsibility for their decisions and their own life. They develop a very deep psychological need to be treated as capable and independent and they do not want anybody else to impose their will; c) the experience – adults have larger and different quality of experience than younger people, which means they are the most important source for learning. Therefore, techniques based on experience are of a great value; d) the willingness to learn – adults become ready to learn things that they consider to be useful in helping them deal with real-life situations; e) the orientation towards learning – adults are focused on real-life problems and tasks. They gain knowledge, skills and values by being faced with a context similar to everyday life situations; f) the motivation – adults react on external motivators, such as a better working place, work promotion, greater income etc., though the most powerful are the internal motivators, such as the pleasure when they do their own work, self-respect, quality of living etc. As a result, it can be concluded that the teacher's participation in forms for professional development of his communication skills is very important as it will produce a solid base for further improvement. This will ensure the effective and successful communication between parents and teachers.

**1.3. The communication between teachers and parents.** The effective communication between teachers and parents is a key element of the educational process, so it needs to be cultivated, supported and developed. There should be mutual trust, understanding and cooperation, and the communication should be efficient and spontaneous. The parent is, in fact, the teacher's partner, so they often work on improving the student's achievement, but the parent can also be involved in other school activities, (Kompetentni učitelji). The communication with the parent should not come to an end when the teacher announces the students' grades. That is a planned, systematic and continuous activity which will encourage the parent's involvement in the school activities, (Clay-Graham, S). It is a type of interaction that aims to improve the learning and the development of the student's personality. The successful and effective communication between teachers and parents is relevant for the successful educational process in general. The more effective the communication is between them, the bigger the competence to successfully interact in everyday life. Today, as a part of modern society, school is becoming an active environment for evaluating the student's individual development and, both, the teacher and the parent become equal partners in the communication. That certainly affects the student's achievements, (Clay-Graham, S). The school should provide an atmosphere where teachers and parents freely exchange information. In order to increase the communication's effectiveness, the teacher should encourage the parent to speak, actively listen and should assure him that he is a relevant factor in the school, (Waghorn, Stevens, 1996). In the modern educational process, both, the teacher and the parent, have the right to express their ideas freely. The successful communication should be in accordance with the characteristic of the



student's personality, and the aim is to improve the student's achievements through realization of the teaching goals.

**2. Techniques for effective and successful communication.** We will list some relevant techniques for reaching a successful and effective communication below. It should be known that the teacher as a sender of the message should be calm when beginning the communication, because stress may contribute to sending confusing nonverbal signals to the parent. The nonverbal communication should, in fact, strengthen what is said and should not be contradictory. For example, if the teacher speaks highly of a certain occurrence and at the same time his body language sends different signals, the recipient of the message, i.e. the parent, may get the impression that the sender is not honest. The teacher should stay focused, because if, for example, he's checking his phone while being engaged in a conversation, he may miss the parent's nonverbal signals, which are quite informative. The communication should allow, both, the parent and the teacher to communicate without feeling the need to defend them, (Berardo, Lieberman; Improving Communication).

**2.1. Active listening.** Active listening, as a technique for a successful and effective communication, means that the teacher should not only understand the message, but also the parent's emotions. When the teacher listens actively, the emphasis is on the intonation of the voice which, in turn, provides the necessary information for the parent's feelings and emotions. Thus, the parent, being the sender of the message, feels that he is heard and understood, and this contributes to forming a deeper connection between the interlocutors. It also reduces the stress and improves the physical and emotional state. If the teacher as a sender of the message speaks calmly, active listening helps the parent to keep calm as well. On the other hand if the teacher as a recipient of the message thinks about things that are not related to the message, he may miss the parent's nonverbal signals as well as the emotional content of the words. During the communication, the teacher, as a recipient, should stay focused on the message and not interrupt the parent or redirect the communication. The process of listening is not considered to be active if, for instance, the parent is talking about a certain situation that has had a negative influence on his child and the teacher redirects the communication saying: 'If you think that is bad, let me tell you what happened to another parent'. Active listening means that the teacher, as a recipient of the message, should discover the nuances of the parent's message and not simply listen in order to give a reply when it is his turn to speak. If the teacher constantly thinks about how he will respond to the parent, he will not be able to concentrate on the message, and the parent will be able to read his facial expression and see that the teacher shows no signs of interest, (Improving Communication). The teacher should show that he is interested in the content of the message and encourage the parent to continue speaking, even if he does not like him or he does not agree with his thoughts or ideas. In order to reach a better understanding of the parent's personality, the teacher should not judge or criticize. It is very important for the teacher to provide feedback, (Robinson, Segal, Smith, 2015); for example, if he feels that the communication is about to stop, he should reflect on what has been said and paraphrase: What you say is ..., It seems that you say ..., If I understand you right, you are saying that ... etc. When paraphrasing the teacher should not just repeat the parent's words, but express his own interpretation of the message. During the communication, the teacher should pose questions in order to clarify certain elements of the message, for example: What do you mean by saying ..., what you mean is ... etc. When the teacher listens actively, he should stay focused, encourage the parent to continue speaking, not interrupt him and eliminate the obstacles. While the parent is talking, the teacher should not be looking through the window etc., because that will only increase the parent's impression that the teacher is bored. The teacher, as a recipient, should understand the message from the parent – sender's point of view. If necessary, the teacher, as a recipient, should provide different arguments, but be

open to the parent's opinion. The teacher should be patient and allow the parent to continue at his pace. He should not interrupt the communication, avoid any personal prejudices because everyone has their own way of speaking, some parents are more nervous, some have an accent, some want to sit down, etc. The teacher should pay attention to the entire speech because this will help him figure out the whole picture and not only isolated words, i.e. be able to connect the pieces of information in order to reveal the parent's idea, (Improvig Communication).

**2.1.1. Clarifying.** The teacher should use various techniques to show the parent the way his message is understood by the teacher. So, he should evaluate how well he understood the meaning. Clarifying may include posing questions or summarizing what was said. The teacher, as a recipient, may ask for clarifying, because sometimes the parent's message is far too complex and includes different people, topics or places. When the teacher uses this method, he shows that he is interested in what is being said. For example, I am not sure that I understand what you're trying to say ..., I am missing the main idea ..., When you say this, what do you mean, could you repeat ... The posed questions should not judge, but summarize. Of course, the open questions that give the parent the opportunity to choose the answer are the most important ones. For example, if the role of the teacher is to help the parent speak about a certain topic, the most frequent questions would be: When, Where, What, How and they encourage the parent to be open: When was the first time you began feeling this way ..., Why do you feel like that ... etc. The closed questions limit the answer and they do not encourage further discussion: Were you aware of these feelings... Do you feel this way all the time ... etc. Clarifying is a skill that teachers use to assure themselves that they have understood the message. If the teacher is uncertain of what has been said, he should ask the parent to repeat and see if they have both reached mutual understanding, ask for examples, use open questions, ask if he is right and be prepared to be corrected, (Improving Communication).

**2.1.2. Reflecting.** The parent is the only one who can tell if the teacher understands the message or not. Reflecting is a good technique that is used to judge the teacher's capability to reflect words or feelings and to clarify that they are understood correctly. Reflecting is the process when the teacher paraphrases the parent's words and feelings in order to check if what was said is understood properly, and not to express agreement. The goal is to enable the parent to listen to his own thoughts and ideas once more and, also, it shows that the teacher is really interested about the topic. Reflecting does not involve posing questions, introducing a new topic or redirecting the communication. The most interesting part of reflecting is that the teacher is supposed to repeat the parent's word in almost the same way. This is called a mirror. The mirror should be short and clear, and it is, usually, enough if the teacher repeats the key words, or the last few words. The mirror shows that the teacher is willing to encourage the parent to continue speaking. The teacher should not exceed with the mirror, because this could be irritating or become an obstacle for the conveying of the message. Paraphrasing is another interesting part of reflecting. Paraphrasing includes using other words so as the teacher can reflect what was said. Paraphrasing shows that the teacher is an active listener and that he wants to understand the parent's ideas. When the teacher paraphrases, he should not involve his own ideas or question the ideas, actions or thoughts of the parent. The answer should not be judgmental. When the teacher uses paraphrasing for the first time it may seem unnatural, so he should practice. For example, if the parent says that he could not understand his child, because the child is contradictory when speaking, the teacher could paraphrase using phrases such as: You are very confused by his behavior? The teacher could use the following parts to paraphrase: In other words ..., If I understand you correctly ..., What I heard is that ..., Sorry to interrupt, but what I heard is that ..., (Improving Communication).

**2.1.3. Summarizing.** The goal of summarizing is to check whether the teacher understands the parent's message, and not to explain, judge, interpret or provide solutions. Usually, summarizing comes at the end of the communication, though it may also be appropriate in some other part of the communication. When summarizing, the teacher's task is to find the main point in what is said by the parent in order to extract the main ideas and information and to create basis for further discussion. The teacher should use the following parts to summarize: From what you said, can we conclude that ...?, If I understood you well, your main concern is ...?, It seems to me that the main idea of what you said is ..., (Improving Communication).

## **2.2. Other factors that influence the communication between teachers and parents.**

**2.2.1. Nonverbal signals.** The nonverbal communication includes the body language, facial expressions, body movement, eye contact, tone of the voice etc. The way the parent, as a sender, moves and reacts provides the teacher with more information for the sender's emotional situation. The attention dedicated to the nonverbal communication improves the connection between communicators. The sender and the receiver of the message should be aware of the individual differences, age, cultural background etc. when using nonverbal signals which ought to be read as a whole, and not separately. The nonverbal signals should be adapted to the context, for instance, the tone of the voice when addressing is different depending on who the teacher addresses, a child or an adult. The nonverbal communication should evoke positive feelings, for example, if the teacher, as a sender, is nervous before a meeting with the parent, he can use the body language to signalize trust, (Robinson, Segal, Smith, 2015).

**2.2.2. Stress.** The teacher should constantly control his emotions. If, for instance, the level of anxiety is high, he can make a mistake and send confusing nonverbal signals, (Robinson, Segal, Smith, 2015). The teacher should listen to the parent carefully and even if he does not agree with him, he should be careful not to say something that he will, later, regret. The calmness of the teacher contributes to the calmness of the parent, because if the teacher is calm, he will be able to estimate the situation and be sure about the meaning of the nonverbal signals sent by the parent. The teacher could use tactics of fudging that would give him more time to think, such as to ask the parent to repeat the question or to clarify his statement, while the teacher thinks of an appropriate response. During the communication the teacher should stress the relevant aspects of the student's personality; otherwise, the parent may think that something is wrong with his child. The sender should follow one point, provide examples, and estimate the reaction of the recipient before moving onto the next point. The teacher should speak clearly and maintain the eye contact and the tone of his voice. The teacher should stay calm even if something disturbing is taking place. If appropriate, he should include humor in the communication and this will reduce the stress levels. At the same time, during the communication the teacher should sometimes compromise and this is said to improve the overall communication.

**2.2.3. Self-confidence.** The teacher should show self-confidence, and this means that he should express his thoughts and ideas honestly, but it does not mean that he should be aggressive and hostile, (Robinson, Segal, Smith, 2015). The effective communication is about understanding the parent and not about winning the arguments or imposing his opinion. The teacher can, even, have a negative opinion about the student's success, but it should be expressed in a positive way. He should receive the feedback positively and learn to say no to certain things. The teacher should be familiar with the parent's emotion, and then express his opinion, for example: I know that you are busy, but I would like to talk, because, of course the success of the student is what matters.

**3. Conclusion.** From all the above, we can conclude that the communication between teachers and parents is extremely important in the educational process and that many of its aspects depend on good communication practice. The teacher's presence in various forms for professional development of his communicational skills will enable him to learn in an environment that promotes teaching of adults, to improve his communication skills and of course to improve the communication with the parent. The participation of the teacher in forms for professional development related to the techniques for successful and effective communication and their implementation in the everyday practice is the key factor for development of the competences in this field. The informal conversations with the teachers indicate the urgent need to increase the competence regarding the above-mentioned techniques in order to improve the quality of the communication with the parent and the educational system in general.

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# BASIC CHARACTERISTICS OF CONTEMPORARY TEACHING IN POST-TRANSITIONAL SOCIETIES<sup>79</sup>

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## **Abstract**

This work discusses pedagogical and education system and its democratic values in the post- socialist countries. The school as an institution is experiencing radical change, both in organizational structure as well as in its role in the society. Furthermore, the paper outlines the basic characteristics of education and teaching methods in countries affected by the transition, such as openness, criticism, democratic values and educational ´ influence. Special attention is given to democracy and its values in the immediate teaching practices. In the countries affected by transition, traditional approach to teaching may be replaced by democratic , only if the entire society changes its attitude towards upbringing and education and starts perceiving it as an activity of special public interest.

**Keywords:** *teaching, transition, pupil, post-transitional societies and democratism.*

## INTRODUCTION

Globalization, as a universal process of integration and change of modern society affects all spheres of contemporary economic, social, scientific and technological life. It has affected the educational field work too. In parallel with the process of globalization also developing is a process of interdependence and integration, both in the field of economics and technology as well as in politics. Because of avoiding the danger and the possibility to use opportunities, restructuring and merger process develops, in other words partnerships and strategic alliances are being created, which is the case with various companies, countries and regions (Zivkovic, 2003, p. 15-17). Nowadays, when uncertainty arises as a reality, the only reliable source of lasting competitive advantage is knowledge and education. So education in post-transitional societies must undergo further change, which will be manifested through decentralization and democratization of the entire system of education. With such democratic change teaching, as a major factor in the education system, too must inevitably take on a modern democratic characteristics, which will provide greater efficiency in education (Pastuovic, 2012, p.20).

Today, in the era of globalization, post-transitional change and transformation of education on democratic grounds, the school as an institution of special public interest is experiencing profound changes, both in its organization and the function that performs. (Government of the Republic of Serbia, Strategy, 2012. p. 6-260). Democratic societies in post-transitional societies are faced with the problems of traditional schools emerging from the previous isolation and seclusion. In the school traditional etatist relationships dominated, disguised in the veil of dogmatic apologetics from the bygone times. This was, due to the

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current social concern, or lack of concern, about the essence of what was happening in the school, or purposefulness of what the school has to give to the community and what the community has to give to the school (Vilotijević, 2000, p.268).

In all this, teaching as the fundamental, the most organized and the most appropriate form of educational work in schools, remained the longest as traditional, verbal, authoritarian, technically backward and out-of-date. In addition to the content of teaching, which was continuously updated, relationships in teaching remained unchanged i.e. etatist. So today in didactic science, teaching is facing criticism, because they are no, even remotely, adequate democratic relationships, as it should be in post-transitional societies (Nedeljkovic, 2010, p.171-180). In the constellation of these relationships the most problematic are the teacher-pupil relationships, because they are the most sensitive area of democratic transformation of the entire system of education, and educational work in schools, due to the specific role of the teacher as a trustee (in most cases) of a democratic society and pupil as a trainee (Poljak, 1982).

Starting from a democratic education process, as the basic demand of a democratic society in the post-transition countries, teaching must be imbued with contemporary efforts, while relationships in teaching, should range from the organization of teaching process and task of teaching, to the forms and methods of democratic relationships in general (Djordjevic, 1981 , p. 28-35). With regard to the role and specificity of teaching in a school in post-transitional countries, we will mention only some basic requirements that should continue to provide modern features to education, both professional - pedagogical and democratic, and in fact to determine the social functions of education in a democratic society:

1. OPENNESS. Since democratic system is the most open system in the development of human society teaching, as a subsystem of the system, should be open to all social events too. Openness of teaching towards society is reflected, among other things, in the following:

A) ALL SOCIAL AND NATURAL EVENTS, which deserve it, according to the didactical and methodological principles, must be an integral part of the curriculum, regardless of the suitability that comes as planned or spontaneously unplanned, which will satisfy the principle of actualization of teaching (Arsic, 2000).

B) ECONOMY AND OTHER FACTORS, which participate in planning and implementation of teaching, not only as circumstantial factors, but also indirectly, engage in teaching process. Thus, everything that is happening in the process of work must be simultaneously known in teaching, while cutting-edge work technology, information technology in particular, must be present in teaching, and the most prominent experts in economy, as external associates, should take part in teaching vocational subjects in schools. Without all that teaching cannot be the bearer of modern work processes. Also, state representative bodies and institutions, as well as media, should find its place in teaching (Miščević, 2008, p. 153-158).

2) CRITICISM. From openness towards society as the result comes the requirements for critical approach in teaching for everything that has an impact on pupils such as information, including textbooks and teaching, supporting literature, and even teacher as a source of knowledge. Such criticism must be guided primarily by pupils, and in this sense they should be educated (Vlasic, 2010, p.90).

Since it is impossible, and it would be uncritical, to isolate pupils from (the influence of) information outside of school, because all of this has an influence on the creation of pupils` attitudes, we must reject everything that is pedagogically and scientifically unacceptable. Here it is extremely important that the teacher should constantly train pupils so that they can independently and efficiently know what to discard as bad, and accept only the true values.

3) DEMOCRATISM. Here it is unnecessary to express all well established views on democracy and pupil participation in the teaching process, since many textbooks, pedagogical and didactical, were written on the subject, especially in some monographs (Wallsh, 2001, p. 16).

The nucleus of it all has long been expressed by many prominent educators from ancient times to day. The essence of democratism in teaching consists of the fact that the famous democratic maxims are transformed into immediate practice and are analyzed to see how they are implemented, why are they not implemented, if they are not implemented, and what prevents their implementation (Glasser, 1999, p. 32).

In the teaching practice falter realization of some very important tasks of democratism in post-transitional countries, so we ask several important questions in relation to this:

A) To what extent in post-transitional societies today, in direct teaching practice, is there teacher`s personal example and teacher's democratic engagement in school? In other words, are teachers trained to participate in pupil's opinions and attitudes? (Ranogajac, 1967).

B) Are pupils aware, and how do they respond when their teachers do not attend meetings of the Teachers Council, School Board etc. where they debate about very important issues concerning the pupils? (Fulgozi, 1966)

C) Can pupils, as teachers` closest associates and as the most direct participants in the teaching process in which the tasks of teaching are realized, give their opinions on the quality of teachers' work? (Hoffman, 2003, p. 20)

4) TECHNOLOGICAL – PEDAGOGICAL MODERNITY. Teaching cannot be contemporary or current without modern work organization, appropriate to curricula and the application of modern educational technology (Laketa, 1998, p.31). By technological - pedagogical modernity we also mean democratic position of the school as an entity in the system of social and economic relations. We'll mention just a few indicators of such modernity:

A) First of all, modern teaching should be differentiated in programming and in all individual segments that concern the needs of the economy, organization of content and specific methodological aspects. This aspect of the teaching still lags behind the needs of the practice and in the scientific design of curricula with regard to the development of textbooks, manuals and other didactic materials (Reich, 2006).

B) Already spoken many times is the anachronism of teaching because of inadequate facilities and equipment, which are lagging behind the modern pedagogical requirements for several decades. Thus, the pedagogical standards of the school are the most urgent problems in post-transitional societies, which is one of the causes of the economic destabilization of society as a whole (Mandic, 1980, p. 42).

C) Starting from the fact that teaching is still one form of educational work that unites operation and other educational factors, teaching needs to have emphasized cybernetic function i.e. the function of management and regulation of educational influence in society (Guzina, 1980, p. 78-88).

D) One of the assumptions to realize modern teaching is an adequate representation of personnel, which is achieved by the openness of the school and the rational use of all personnel potential, including the engagement of external associates, primarily as experts in economics (Mrmak, 1979, p.40.)

5) THE INFLUENCE OF UPBRINGING AND EDUCATION. These are actually the tasks of school and teaching on a permanent pedagogisation of other structures of economy and society as a whole. Therefore, teaching must be a revolutionary factor in the economic, cultural and democratic transformation of society, in the post-transitional countries (Milijević, 2002, p.183-204, Suzić, 2003 , p.18).

The mentioned requirements according to the contemporary teaching in the school in post-transitional democratic societies are in a dialectical unity and are only a part of requirements in the transformation of schools and teaching (Government of the Republic of Serbia, Strategy, 2012, p. 6-200). When will teaching be truly contemporary, adequate to social and economic needs? This question is not easily answered, if it can only give a general answer, because the request for the contemporaneity of teaching does not concern only schools. That task is in the interest of the whole society, and can be solved only if changes in attitude towards education, as an activity of special public interest, occur. When full social care of education (finance and personnel) takes place, so that education becomes an equal factor with economy, teaching will then meet adequate social needs, and will become modern in post-transitional societies (Vucic, Exposé, 2014, p. 3-50).

## SUMMARY

Today, in the era of globalization, post-transitional changes and transformation of education on democratic grounds, the school as an institution is experiencing radical changes in its organization and pedagogical function. Teaching, as the most organized and fundamental form of educational work in the school, for longer period of time has remained traditional, verbal, authoritarian, technologically backward and out-of-date. So today in didactic science, relationships in teaching are under criticism, because they are not even remotely adequate relationships as they should be in post-transitional societies.

With regard to the role and specificity of teaching in the school, we will mention some basic requirements that should continue to provide modern features to teaching, both as professional, pedagogical and democratic, and should actually determine social function in democratic societies: openness, criticism, democratism and pedagogical - technological modernity. These requirements are also requirements of the entire society and can be resolved only if attitude towards education as an activity of special public interest changes.

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# LEARNING COMMUNICATION SKILLS BY THE TEACHERS<sup>80</sup>

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## **Abstract**

The teacher is a creator, creator of ideas and works, he studies and creates at the same time, he studies through creating, critic thoughts, he increases the curiosity, the students' interest, their independence, research abilities, affirms the original answers that support the student's spontaneity and inspire self-respect. It is important the teacher's interventions not to change the course of the activity: he actually should motivate the communication that occurs within the framework of those activities by using appropriate communication skills which he improves himself. By these communication skills the students are allowed to learn how to use those speech elements that are necessary for them to conduct the communication they have started. The communication skills should be directed to successful communication that can be achieved by the arbitration of the verbal feedback that teachers gives to the students in order to help them to understand him, and to understand each other too. These actions the teacher implements by playing a role of a students' partner in the communication activities that take place in the relevant class.

**Keywords:** *teacher, student, learning, communication skills.*

## **Communication skills among the teachers**

Since the communication is a process that can be learned, which means it is an educational category, there have been developed procedures for adopting the communication skills created for successful professional activity of the different professional groups and the teachers as well. The learning or the improving of the communication skills among teachers can be approached differently:

- ✓ If it is emphasized the fact that the teaching communication is primarily a social process it is recommended adoption of the general communication skills and
- ✓ If it is emphasized the fact that the teaching communication is primarily a pedagogical process it is recommended adoption of the pedagogical skills first known as learning actions and methods of teaching (Комуникација и медији, 2004: 330)

Since the adoption of the general communication skills (learning how to shape relevant, simple, organized, and repetitive and focused messages) has an extensive transfer value and is applicable in teaching we stand for gradual communication development of the teacher from general to individual communication activities. A successful verbal communication will have the teacher who works in accordance with the following directions:

- He knows the abilities and the cognitive features of his students and according to that he adjusts the formulation of the teaching messages;

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- He has removed all the disrupters of the attention: physical disrupters (loud sounds, exaggerated light or its lack), cognitive disrupters (messages that are not related to the subject and the content of the curricula), and the social disrupters (some social activities in the class);
- He formulates clearly every statement, avoids so called understandings in his statements, and especially in his requests to the student;
- He tries to align the meanings with the ones that the students have accepted, by checking from time to time if the scientific terms that are adopting have a same meaning for all the students;
- He recognizes his own psychological background in the communication (prejudices, expectations, fears, emotions) as well as the psychological background of his communication with the students;
- He builds a strategy of focused and oriented presentation of messages based on the well knowing of the content, the way of presentation of the content guided by the requirements of formulating understandable messages;
- He builds and keeps constantly opened all the communication channels with and toward the students, as well as the horizontals between the students in the classroom.

By modifying the general guidelines for development of the skill of listening during the educational process it can be oriented through the following:

- First it should be developed an affinity to listening, which is not easy because in their communication people usually intend to tell their attitude;
- We need to talk less, and to rely more on the messages from the partner in the communication, or the student in the teaching process;
- We need to create a suitable environment for the speaker, or the student;
- We need to show more interest about what the student is saying;
- We need to understand what the student is saying but also we need to understand his world view;
- A good way to show interest in the message of the speaker is asking questions and requesting additional information;
- The discussion should be left for the end of the presentation, because if you start in the presentation, usually leads to resistance by the interlocutor, who work with the students is much expressed.

The verbal communication includes written expression and speech presentation: knowledge (understanding of the communication processes, understanding of the elements, rules and dynamics of communication events, increased awareness of the communications; skills (holding a wide repertoire of Communication skills and their adequate implementation); attitudes toward communication (students to exercise oral communication function with minimal anxiety, prepared and willfully communicate, etc.).

The development of the communication skills among the teachers is one of the pedagogical approaches for improving the teaching communication. This process are relevant the approaches and the techniques of learning and development of communication skills among students, and the procedures for shaping the curricula and teaching procedures for greater communication value. The following of the way of communication of the teacher and the assessment of any relevant communication activity is formative process of developing

communication skills, communication skills and improvement of pedagogical communication.

In the modern school for improving of the communication and presentation skills is increasingly imposing the term the facilitation. The facilitation is a method for promotion of the learning process of the formation of opinion and desire for learning, promoting teamwork to achieve a common goal. One or more facilitators lead the group toward the goal in a relaxed and friendly atmosphere because the learning process is more efficient in that atmosphere and motivation for learning is enhanced. The use of different methods by the teacher contributes active participation of students, and the inclusion of the group determines the direction and the efficient execution of tasks. The role of the teacher as a facilitator in the learning process is to:

- ✓ Creates a positive working atmosphere and to arrange the conditions for such an atmosphere,
- ✓ Motivates the group to actively participate ги води учениците до одредена цел,
- ✓ Presents the results,
- ✓ Determines its contribution to the subject,
- ✓ Recognizes the possible conflicts and solves them in a way acceptable for all sides,
- ✓ Takes care for the rules and the deals set during the work and
- ✓ Decides together with the group.

### **Communication skills among the students**

The students' communication skills are:

*Speaking,*  
*Listening and*  
*Noticing.*

The good conversation is actually the most valuable gift for every student because it helps them to learn new words and to understand them too. The way the teacher talks to the student can give him a feeling of security and confidence which gives the student a space to express his feelings, thoughts and ideas. In addition, the more the teacher repeats the word it will sooner be adopted by the student, and the topics of conversation are different. The studies show that the more students have experience with picture books, encyclopedias, illustrated magazines the more they have a richer vocabulary and show greater willingness to read.

The stimulation of the conversation involves avoiding questions that the student has to answer with yes or no encouraging him to explain the answer, to participate in decision-making, asking questions that have more than one correct answer, no discussion without answering and discussion where the student is accepted as an interlocutor.

The art of listening is very important because 50% of the time spent in school the student will listen to the teacher and other students. To listen means a lot more than just listen and the listening can be learned and can be improved. The skill of listening among students depends on three conditions: „concentration Understanding and Reaction to the heard”. (J. Jovicic, 2002: 49)

The nonverbal communication is especially important because the students still have limited verbal skills. But the teacher communicates not only with words but with his every move, a change of tone has meaning, so it's good students to understand the, body language.

“If the student understands the different forms of communication he will be more successful in communicating and he will easier establish contacts with other students.

When we talk about the needs of the student in the oral communication we can cite the following:

- discovering their own possibilities of expression and communication;
- managing with the different uses of the speaking: expressing wishes and needs;
- keeping contacts with the others;
- expressing feelings and inner states;
- explaining their actions and ideas;
- organizing the experience;
- managing with the self behavior;
- planning and anticipating the consequences;
- stimulating of all forms of oral creating;
- making a speaking contact with the others;
- using the speech for organizing the game;
- asking about feelings and desires of others;
- asking explanation;
- distribution of roles, call for game, defining the rules of the game;
- adjusting own speech to the voice capabilities of the others;
- organizing contacts by phone, signs;
- organizing contacts with older/younger, known/unknown people, individuals, groups, face to face contact;
- mastering by communication tolerance, fostering the ability to listen to the interlocutor;
- mastering the ability to speak in front of more people;
- fostering linguistic - Drama speaking creation;
- introducing and adopting the names of objects and phenomena;
- mastering the ability to describe, explain, communication; comparing certain phenomena and
- Identifying relationships between objects and phenomena, similarities and differences, causes and consequences.

All these needs indicate on the active attitude of the student to new knowledge and openness to new experiences and expected changes in behavior. The active student's needs in all stages of the educational work in and the joint work with the teacher for their realization has a feature of social - interaction, two-way communication and collaborative communication.

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# ETHNOGRAPHY OF COMMUNICATION - DEFINITIONS, THEORY AND LITERATURE<sup>81</sup>

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## **Abstract**

This paper examines the concept “Ethnography of Communication” and what it entails.

It looks at the evolution of Ethnography of communication - An Introduction (3rd edition) written by Saville-Troike Muriel, the definitions and theories - as an academic discipline and a method of research. This book with its unique approach to the study of language, the discipline proves and establishes that a relationship exists between communication and culture and shows that the culture of a speech community may be perceived via language use in specific communicative acts and social settings. As a sub-discipline of Sociolinguistics, its approach to language study is totally different from linguistic theories/approach such as Structuralism and Transformational Grammar.

*Keywords: ethnography, communication, language, culture*

## INTRODUCTION

The term „Ethnography of Communication” is a composite of two terms: „Ethnography” and „Communication”. Ethnography is derived from two Greek words: Ethnos (folk/people) and Grapho (to write). It is the scientific description of the customs of peoples and cultures. It may also be defined as the qualitative research method and product whose aim is cultural interpretation. It is a branch of Anthropology (the study of humanity) that deals with the scientific description of specific human cultures. According to Wikipedia, it is a qualitative research method aimed to learn and understand cultural phenomena which reflect the knowledge and system of meanings guiding the life of a cultural group. In other words, it is the study of individual cultures. Ethnography has its roots in Anthropology and Socio-linguistics. Ethnography is closely related to Ethnology (the comparative study of two or more cultures).

Communication is derived from the Latin word “Communis” meaning “to share”.

It is simply the activity of conveying information. Communication requires a sender, a message, and an intended recipient. It can occur across vast distances in time/space and requires that the communicators share common knowledge. Communication is complete and effective when the receiver has understood the message of the sender. Communication may be verbal or non-verbal. Ethnography is a field of study which is concerned primarily with the description and analysis of culture and linguistics is a field concerned, among other things, with the description and analysis of language codes. In spite of long-standing

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awareness of the interrelationship of language and culture, the descriptive and analytic products of ethnographers and linguists traditionally failed to deal with this interrelationship. Even anthropological linguists and linguistic anthropologists until the 1960s typically gave little attention to the fact that the uses of language and speech in different societies have patterns of their own which are worthy of ethnographic description, comparable to – and intersecting with – patterns in social organization and other cultural domains. The realization of this omission led Dell Hymes to call for an approach which would deal with aspects of communication which were escaping both anthropology and linguistics.

### ETHNOGRAPHY OF COMMUNICATION (EOC)

This refers to a method of discourse analysis in Linguistics which draws on the Anthropological field of Ethnography (Wikipedia.com). According to Deborah Cameron (2001), it may be viewed as the application of ethnographic methods to the communication patterns of a group.

It is also considered to be a “qualitative” research method in the field of communication in the sense that it may be used to study the interactions among members of a specific culture/ speech community. According to communication scholars Thomas R. Lindolf and Brian C. Taylor (2002) in their book “Qualitative research methods”, Ethnography of Communication conceptualizes communication as a continuous flow of information, rather than a segmented exchange of messages. Although cultures communicate in different ways, all forms of communication require a shared code, communicators who know and use this code, a channel, setting, message form, topic, and an event created by the transmission of the message (Littlejohn & Foss, 2005). Phillipson (1975) explains that “each community has its own cultural values about speaking and these are linked to judgments of situational appropriateness (pg. 13). This implies that the meaning and interpretation of the presence or absence of speech in different communities vary. In order to determine the appropriateness of speech acts in a community, one must understand the local cultural patterns and norms.

With the publication of his essay “The ethnography of speaking” in 1962, Hymes launched a new synthesizing discipline which focuses on the patterning of communicative behavior as it constitutes one of the systems of culture, as it functions within the holistic context of culture, and as it relates to patterns in other component systems.

The ethnography of communication, as the field has come to be known since the publication of a volume of the *American Anthropologist* with this title (Gumperz and Hymes 1964), has in its development drawn heavily upon (and mutually influenced) sociological concern with interactional analysis and role identity, the study of performance by anthropologically oriented folklorists, and the work of natural-language philosophers. In combining these various threads of interest and theoretical orientation, the ethnography of communication has become an emergent discipline, addressing a largely new order of information in the structuring of communicative behavior and its role in the conduct of social life.

This is engendered by the fact that cultural and sub-cultural differences exist in speech and social context may also affect the value of speech. Ethnographers observe and record patterns of social and communicative behavior in relation to a specific situation or setting. This is possible because Ethnography of Communication provides a systematic investigation of patterns of language usage use in interaction. Further in this paper is resuming the content of the book *Ethnography of communication – An introduction* (3rd edition) written by Saville-Troike, Muriel.



## CONCEPTUALIZING BASIC UNITS OF COMMUNICATION

by Donal Carbaugh, 2010

The ethnography of communication according to the (Donal Carbaugh) offers a system of concepts that can be used to conceptualize the basic phenomena of study, and a set of components for detailed analyses of those phenomena. The phenomena of study are understood to be, fundamentally, communication phenomena, and thus the ethnographic design focuses investigators on communication as both the data of concern and the primary theoretical concern. Hymes introduced several concepts as basic units for the ethnographic study of communication. Chief among these are communication event, communication act, communication situation, and speech community.

Donal Carbaugh stated that Ethnographers of communication start their analyses by focusing on uses of the means and meanings of communication in particular socio-cultural lives. As a result, the locus of the study is on the practice of communication in contexts. The concept of communication event has become a prominent starting point for these analyses, for it draws attention to communicative action as formative of social processes and sequences. A communication event is understood to be, from the point of view of participants, an integral, patterned part of social life. Like gossip sessions, talk shows, and political meetings, communication events typically involve a sequential structuring of acts, can be understood by formulating norms or rules about them, and involve culturally bounded aspects of social life which have a beginning and ending (Donal Carbaugh 2010).

He also explains that communication events involve actions of many kinds. As such, events can be understood as the conduct of social actions, with communication act being the concept that brings together the performance of that action and its interpretation. One might say, e.g., "I enjoy hiking." This saying might perform many actions: it might be used to explain one's office decorations, to account for one's attire, to counter others with anti-hiking interests, and so on. The concept of communication act, then, ties ethnographic analyses to specific social interactions in order to understand the range of conduct and actions that is getting done within them. Communication acts are most typically parts of larger sequences of social actions and in this sense are often usefully conceptualized as integral aspects of communication events.

In any human community, there are many places where communication is expected (or prohibited). These enter into ethnographies of communication as aspects of a setting in which communication itself takes shape. The concept of communication situation is used to identify specific settings and scenes for communication. For example, in some communities, communication situations involve the front porch, the television lounge, the bar, or a medical office (Communities of Practice).

Unlike communication events, such as a church service, which are typically governed by a set of special rules and sequences, communication situations may involve activities with some particular boundaries or shapes, but without a strict sequencing of acts or activities.

A speech community is a group of people who share rules for using and interpreting at least one communication practice. A communication practice might involve specific events, acts, or situations, with the use and interpretation of at least one essential for membership in a speech community.

The term "speech" is used here to stand in for various means of communication, verbal and nonverbal, written and oral; the term "community," while minimally involving one practice, in actuality typically involves many, and is thus used to embrace the diversity in the means and meanings available for communication.

As communities of people gather in communication, so do they conduct themselves in particular ways? It is these patterned ways of speaking – e.g., about politics, in worship, or in

education – that identify in which community one is, indeed who and where one is. In this sense, ethnographers of communication explore various ways of communicating, the situated variety in the events, acts, and situations of communicative life.

#### AN OVERVIEW OF THE BOOK ETHNOGRAPHY OF COMMUNICATION – AN INTRODUCTION (3RD EDITION) WRITTEN BY SAVILLE-TROIKE, MURIEL

Muriel Saville-Troike is Professor in the Department of English at the University of Arizona. She is author of *Bilingual Children* (1975), *Foundations for Teaching English as a Second Language* (1976), *A Guide to Culture in the Classroom* (1978), and co-editor of *Perspectives on Silence* (with Deborah Tannen, 1985).

The third edition of *The Ethnography of Communication* (henceforth TEC) joins an expanding collection of well-regarded books in the field, including Romaine's *Bilingualism* and Labov's *Principles of Linguistic Change*. Like the first and second editions, it elaborates on the theory and concepts introduced by anthropologist Dell Hymes, whom Saville-Troike names "truly the father of the field" (p. viii).

The third edition "has been thoroughly revised to reflect the substantial contributions made in recent years to the development and application of the subject." Saville-Troike claims to have redefined communicative competence and speech community "to emphasize their dynamic nature and to give more consideration to multilingual individuals and groups" (p. viii).

In this book are added two new chapters, "Contrasts in Patterns of Communication" and "Politeness, Power, and Politics." References have been updated by the addition of 250 titles, and a greater number of languages (40 more) referenced for illustrative purposes.

This book presents the essential terms and concepts introduced and developed by Dell Hymes and others and survey the most important findings and applications of their work. Also, draws on insights from social anthropology and psycholinguistics in investigating the patterning of communicative behavior in specific cultural settings.

It also includes two completely new chapters on contrasts in patterns of communication and on politeness, power, and politics.

It incorporates a broad range of examples and illustrations from many languages and cultures for analyzing patterns of communicative phenomena.

The third edition has intent in this book to examine five different approaches such as narrative, phenomenology, grounded theory, ethnography, and case studies-and put them side-by side so that we can see their differences. These differences can be most vividly displayed by exploring their use throughout the process of research, including the introduction to a study through its purpose and research questions; data collection; data analysis; report writing; and standards of validation and evaluation. For example, by studying qualitative articles in journals can be seen that research questions framed from grounded theory look different than questions framed from a phenomenological study.

Hopefully, this book opens up the expanse of qualitative research and invites readers to examine multiple ways of engaging in the process of research. It provides qualitative researchers with options for conducting qualitative inquiry and helps them with decisions about what approach is best to use in studying their research problems. With so many books on qualitative research in general and on the various approaches of inquiry, qualitative research students are often at a loss for understanding what options exist and how one makes an informed choice of an option for research.

## THE IMPORTANCE OF ETHNOGRAPHY OF COMMUNICATION

It extends understandings of cultural systems to language by relating language to: social organization, role-relationship, values, beliefs and other shared patterns of knowledge and behavior which are transmitted from generation to generation in the process of socialization.

Also, it shows that studies of language acquisition must not only recognize the innate capacity of children to learn to speak but must account for how particular ways of speaking are developed in particular societies in the process of social interaction.

Ethnography of communication helps to evaluate the social significance of speech acts and fosters an understanding of linguistic choices in social situations. It reveals what second language learners must know in order to communicate appropriately in various contexts in order to avoid communicative misunderstandings. Its approaches and findings are essential for the formulation of a truly adequate theory of language and linguistic competence and contribute to the study of universals in language forms and use. It serves as an observational tool for revealing the underlying patterns of culture.

## CONCLUSION

There are many different languages and each of them is unique with its phonetic, lexical and grammatical structure. Each language also has its own standards and rules of speaking. Each speech community creates its unique specific features like: accent, dialect and special expressions. Every speech community has some ideas of how the other speech community behaves and seems.

Much of human existence – both individual and corporate – involves communication, verbal as well as non-verbal. Language and other aspects of communication serve many purposes; from the gratification of individual desires to the organization of massive cooperative efforts. It is the task of the ethnography of communication to elucidate social conventions which guide and constrain the possibilities of communicative action.

In different societies, Ethnography of communication has contributed greatly to the understanding of cultures, the relationship between culture and communication and Sociolinguistics in general. As a research model and academic discipline, the importance of ethnography of communication cannot be over emphasized. In other words, the concept of ethnography of communication has come to stay. The ethnography of communication and Saville-Troike's interpretation of it in TEC have been contemplated as a possible text for an undergraduate general education course in language and culture (combining anthropological linguistics and sociolinguistics).

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# LINGUISTIC LITERACY IN THE EDUCATIONAL PRACTICE<sup>82</sup>

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## **Abstract**

The most important conditions for linguistic literacy is properly expressive talking, reading and writing. The habits for correct writing are forming in a longer period. Students acquire knowledge for the grammar structure of their mother tongue with systematic learning in the schools.

The grammar teaching gives the rules for written expression, allows development of the language thinking, contribute for enriching of the expression among the students. On that way, the thought is clear and logic. It isn't an opportunity for hesitation and ambiguity for the written expression. When the teacher every day puts an accent on the language regularities, they cross in a habit. On this way the students from the earliest years from their education have a sense for the beauty of the macedonian language. That will lead to improved language and common culture of each student.

There are many researches realized for macedonian standard language knowledge and for providing the level of linguistic literacy of the students from the primary and from the secondary schools. The results from those researches show insufficient level of linguistic literacy by the younger and by the older students. This labor provides orthography mistakes in the written expression by students from the primary education seen in the educational practise by many authors from our country and other close countries.

**Key words:** *written expression, linguistic literacy, educational practice, orthography.*

## **THE WRITTEN EXPRESSION IN EDUCATION**

The written expression culture develops from the starting education (first grade in the primary education) and it continues during the whole educational process. The writing quality or the written expression quality in the educational practice is determined by the follow determinants:

- readable handwriting and the comprehensibility of the text;
- proper giving of the signs for the voices or proper writing of the letters, proper relating of the letters in the words;
- the whole graphia showing of the words and the sentences in the text and
- proper logical connectivity of the words and the sentences with punctuation and orthography signs.

The students from the first grade must be careful on the way of holding the hand, on the writing, on the handwriting or the aesthetic view and also on the correctness of the written.

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<sup>82</sup> Specialized paper

The experiences from the educational practice and the results from the many research, realized in the past and now, show the unsatisfactory level of the linguistic literacy by the students. When the students pass in the higher grades, they do more mistakes or the quality of their written expression decreases (Prodanović i drugi, 1955). This is an indicator that the grammar and the orthography contents' require especially attention in the all grades from the primary education. The basis of the language norms are given in the earliest grades from the education of one person, but if the student doesn't repeat the learnt content, it can be easily forgot.

## **LINGUISTIC LITERACY IN THE EDUCATIONAL PRACTICE**

### ***IN OTHER COUNTRIES***

The initial habit is the most important for the students' written development. Also the often use of the written exercises is especially important. It allows to exercise the gained knowledge for the writing (the orthography rules) and on that way the mistakes in the written expression will be minimized.

The most students from the first grade know good, practically, the rule for use the big letter (planned with the educational program for this age) by personal nouns (the names, surnames and aliases of the people), by the names of the settlements (the streets and the cities) and also at the beginning of the sentence. There are weaknesses by some students in the use of this rule in the written expression. The students at this age make more mistakes in the use of the big letter at the beginning of the sentence than in the other cases for that rule (Aladrović, 2008).

The educational practise show weaknesses also in the use of the punctuation signs: point, question mark and exclamation point (planned for the first grade). The students from the first grade know more for the use of the point as a punctuation sign than the question mark and exclamation point.

The problems with the knowing and the correct use of the punctuation signs exist during the whole educational process of the young person (Bakovljević, 1975).

The students from the eighth grade know better the rule for the use of the exclamation point (and also use it) than the rules for other punctuation signs. They show bigger weakness in the use of the comma among the parts of one sentence, but they know more to use the comma among the complex sentences (Bakovljević, 1975).

The students from the primary education make the most mistakes in the use of the punctuation signs and the less in the use of the rules related with the voice changes (Стевановић, Максић, Тењовић, 2009).

There are the orthography mistakes in the use of the sonant *j* in the written exercises by the students from the primary education (Vrećić, 1972).

The number of the orthography mistakes in the written expression is directly affected by the students' general average success and by the assessment in mother tongue. The students with better general success higher assessment in mother tongue know more the orthography rules and complied to them than the students with the worse success and the lower mark grade (Стевановић, Максић, Тењовић, 2009).

There are more orthography mistakes in the written expression by the students from the higher grades than by the students from the lower grades. It is a result on the fact that the students in the lower grades need to learn the orthography rules and in the higher grades they use them (Стевановић, Максић, Тењовић, 2009).

It isn't a big the difference between the students from the primary and the students from the secondary school for knowing the orthography rules. The students from the

secondary school show lower results than the students from the primary school. That is a result on the fact that in the secondary education the orthography contents aren't learnt enough and they aren't repeated (Стевановић, Максић, Тењовић, 2009).

### ***IN THE REPUBLIC OF MACEDONIA***

The big part from the students in secondary education finishes their education without good knowing of the orthography. They didn't gain sure orthography knowledge and habits about the orthography use. In their homeworks for the final exam are words in a dialect form and orthography mistakes (Проданова, 1962). From the character of the made orthography mistakes can be seen mistakes in the: use of the big letter, writing the sonant *j*, consonant equalization by the sound, the words separation on syllables or parts bringing from words in new row, incorrect use of the punctuation signs (line, two points, point and comma, quotation marks) (Проданова, 1962).

In the written works for the final exam and the homeworks of the students from the secondary schools (III and IV year) which are evaluate with the mark grades five and four, can be viewed many orthography mistakes in many categories: big and small letter, usage the words separation on the syllables, writing the adjectives in the comparison form, consonant equalization by sound (Павловски, 1963).

The students from the primary schools from the Republic of Macedonia make mistakes in the vocals writing when the vocals are in a direct touch: in the verbs from the *a-group* in the third person singular (*читат, зборуваат, конат*) and in the plural form in the nouns from the masculine and feminine which end on a vocal *a* (*кајси, суди, шами*) (Николовска, 1990).

In the consonants writing the students from the primary education from our country, make the most mistakes in the consonant *j* usage:

- they don't write it when it need to be between the vocals *u* and *a* in the nouns (*историа* instead of *историја*, *географиа* instead of *географија*) (Андоновска, Бачанов, 1990);
- they write it in the question pronoun *кој* when it is used in the plural form (*кој* instead of *кои*) (Андоновска, Бачанов, 1990);
- they use it in the indeterminate pronouns in the plural form (*некој* instead of *некои*) (Меловска, 1963; Лозаноски, 2000);
- they write it in the negative pronouns in plural (*никој* instead of *некои*) (Лозаноски, 2006);
- they write it in the nouns that end on *j* in the plural form (*порој* instead of *порои*) (Николовска, 1990);
- they don't put it in the verb nouns that end on *-јач, -јачка* (*неачка* instead of *нејачка*, *сеач* instead of *сејач*, *ткаач* instead of *ткајач*) (Лозаноски, 2006; Николовска, 1990);
- they use it in the demonstrative pronouns in the form for feminine in the singular (*оваја, онаја, таја* instead of *оваа, онаа, таа*) and in the demonstrative pronouns in plural (*овије, оније, тије* instead of *овие, оние, тие*) (Меловска, 1963; Николовска, 1990; Лозаноски, 2000);
- they write it in the possessive replacement adjectives in the plural form (*мојте* instead of *моите*, *твојте* instead of *твоите*) (Николовска, 1990);
- they use it in some primes (*милијон* наместо *милион*). (Лозаноски, 2006; Николовска, 1990).

Except in the sonant *j* writing, the students from the primary education

make mistakes also in the use of the sonant *љ*. They the most often make mistakes in the general and personal nouns (instead of the sonants *л* and *ј* as a group, they use the sonant *љ*): *Лиљана* instead of *Лилјана*, *криља* instead of *крилја*, *воља* instead of *волја* (Андоновска, Бачанов, 1990; Николовска, 1990).

Also in the written expression by the students from the primary schools there are mistakes in the use of the sonant *њ*. It happens in some general nouns: *ремењ* instead of *ремен*, *огњиште* instead of *огниште* (Николовска, 1990).

There is a close connection between the articulation (the pronunciation) of the voices in the macedonian language and in the letters writing for the appropriate voices. The students often write on that way as they listen and on that way they use the phonetical principle (Михајловска, 1991). It leads to appearance of the orthography mistakes in the equalization of the consonants by the sound. Many students make mistakes in the writing of the words when there is a exception to the rule for consonant equalization equalization by the sound. They put tuneless consonants instead of voiced consonants in case when, according to the *Orthography*, the consonant equalization by the sound isn't noticing (they write on the way as it is listening in the pronunciation). On that way, they make tuneless the consonant *в* when it is in front of tuneless consonant or sonant: *фнук* instead of *внук*, *фтор* instead of *втор*, *бефме* instead of *бевме*, *седефме* instead of *седевме*, *читафме* instead of *читавме* (Меловска, 1963; Андоновска, Бачанов, 1990; Лозаноски, 2000). They also do it with the consonant *џ* in the words with the suffixes *-ски*, *-ствен* и *-ство*: *гратска* instead of *градска*, *госпотски* instead of *господски*, *сутско* instead of *судско* (Меловска, 1963; Андоновска, Бачанов, 1990; Лозаноски, 2000). Many students don't do the consonant equalization by the sound when, according to the *Orthography*, it is need to mark it (before the tuneless consonants they write voiced consonants): *врабче* instead of *врапче*, *представа* instead of *претстава*, *председател* instead of *претседател*, *одстани* instead of *отстани*, *одстрана* instead of *отстрана*, *подсили* instead of *потсили* (Меловска, 1963; Николовска, 1990).

Some students from the primary schools make mistakes in the orthography of the double consonants. They don't write the consonant *т* in the determined form in the primes and the ordinary numbers or in the numerous adjectives: *единаести* instead of *единаесетти*, *петата* instead of *петтата*, *деветиот* instead of *деветтиот* (Андоновска, Бачанов, 1990; Николовска, 1990; Лозаноски, 2006). The students from the primary education make also mistakes in the determinate form in the nouns from feminine that end on the consonant *т*: *пота* instead of *потта*, *пролета* instead of *пролетта*, *смрта* instead of *смртта* (Николовска, 1990). They also write on wrong way the nouns that include the prefix *од-*: *оделение* instead of *одделение*, *одел* instead of *оддел* (Николовска, 1990). The student use correct the sonant *ј* in the superlative form in the adjectives that begin on *ј*: *најако* instead of *најјако*, *најасно* instead of *најјасно* ((Николовска, 1990).

There are also seen mistakes in the students' written expression in the release of the consonants in some consonant groups. Students don't release the consonant *џ* in the consonant group *зр* in some nouns. They write: *здрак* instead of *зрак*, *здрелост* instead of *зрелост*, *здерење* instead of *зреење*, *здрачи* instead of *зрачи*. Students do the same with the consonant *т* between the consonant group *сп*: *стрека* instead of *срека*, *страм* instead of *срам* (Меловска, 1963; Лозаноски, 2000). Analogous to the singular, they write the same and collective plural: *листје* instead of *лисје* (Меловска, 1963). The students don't release the consonant *т* in the adjectives: *радостен* instead of *радосен*, *жалостен* instead of *жалосен*, *пакостна* instead of *пакосна* (Меловска (1963).

Students from the primary education write tuneless the sound consonants at the end of the word (write sound instead of tuneless consonant). They write on the way as they listen the word in the pronunciation: *брек* instead of *брег*, *друк* instead of *друг*, *леп* instead of *леб*,



*град* instead of *град*, *маи* instead of *маж*, *мик* instead of *миг*, *мрас* instead of *мраз*, *сосет* instead of *сосед*, *страф* instead of *страв* (Меловска, 1963; Андоновска, Бачанов, 1990; Илиевски, 1993; Николовска, 1990; Лозаноски, 2000).

Many students make mistakes in the use of the big letter in the personal nouns, writing names of the nationalities and nations, geographical names that include more words and names of the firms (Андоновска, Бачанов, 1990). One part of the students use a small instead of a big letter for writing the possessive related adjectives made from person names and surnames with the suffixes: *петровиот молив* instead of *Петровиот молив*, *елизаветина книга* instead of *Елизаветина книга*, *иванина тетратка* instead of *Иванина тетратка* (Андоновска, Бачанов, 1990; Николовска, 1990; Лозаноски, 2006).

There aren't few students from the primary schools that write the particles *по-* and *нај-* in the adjectives' comparison for forming the comparative and superlative degrees, write separate from the adjectives in the basic form: *по висок* instead of *повисок*, *нај висок* instead of *највисок*, *по убав* instead of *поубав*, *нај мал* instead of *најмал* (Андоновска, Бачанов, 1990). Also, students write merged instead of separate the prefixes from the verbs that end on *-ува*: *пот пивнува* instead of *потпивнува*, *пот скокнува* instead of *потскокнува* (Андоновска, Бачанов (1990). They write wrong the words with the prefixes: *од-*, *пред-*, *над-*, *под-*: *пред седател* instead of *претседател*, *от стапи* instead of *отстапи*, *от страна* instead of *отстрана*, *пот сили* instead of *потсили* (Меловска, 1963). Many students make mistakes also in the writing the negative adjectives: *ни чија* instead of *ничија*, *ни која* instead of *никоја* (Андоновска, Бачанов, 1990; Лозаноски, 2006). Students from the primary education (even students from secondary schools and the adults) write separate the complex relative conjunctions formes with the pronouns *кој*, *чиј* и *што* – self-subject pronouns: *кое што* instead of *коешто* (Лозаноски, 2006).

Many students write merged the short pronoun forms from the personal pronouns when they are used with possessive meaning behind nouns that means consanguinity: *мајками* (*мајка ми*), *сестраму* (*сестра му*), *таткому* (*татко му*) (Меловска, 1963; Николовска, 1990; Лозаноски, 2006). There are mistakes in this type: merged writing of the negation before the verb: *неучи* (*не учи*), *нејаде* (*не јаде*), *неигра* (*не игра*) (Лозаноски, 2006). Also, there are similar mistakes in the long pronoun forms for direct object: *со мене* (*со мене*), *безтебе* (*без тебе*), *донего* (*до него*), *предтебе* (*пред тебе*) (Николовска, 1990; Лозаноски, 2006). Students don't separate the short pronoun form from the verb in the imperative: *земија* instead of *земи ја*, *донесија* instead of *донеси ја*, *викнетеги* instead of *викнете ги* (Меловска, 1963; Лозаноски, 2000). They write merged and the expression *сè уште*, without the use of the sign ` : *сеуште- сè уште* (Костовски, 2000).

Students often make mistakes in the written expression in the transmission of the word parts from one to other row, as a result on the wrong words' separation of the word on the syllables. They transmit in new row parts from the onesyllable words: *прст* (*пр-ст*), *брег* (*бр-ег*), *мост* (*мо-ст*) (Николовска, 1990).

There are mistakes in the writing the short pronoun form for feminine, *и*. Many students write it without the sign and on that way it is like the conjunction *и* (*Марија и мајка* и *отидоа на прошетка* instead of *Марија и мајка и отидоа на прошетка*.) (Николовска, 1990; Лозаноски, 2006).

There aren't few students that don't put the sign on the vocal *e* in the short form *не* (on that way it seems as the negation *не*): *Тој не виде* - *Тој не виде* (Николовска, 1990; Лозаноски, 2006).

Very often and constant mistake that exist in the students' written works of the students from the primary schools is release of the sign under the adverb *сè*. On that way it is the same with the element *се* from the feedback verbs (*Тие зедоа се* - *Тие зедоа сè*.) (Лозаноски, 2006).

## CONCLUSION

Grammar and orthography knowledge is a condition for a linguistic literacy and a language culture of every person. The language culture is a part from the basic culture of all people. Unknowing the norms of own mother tongue means illiteracy, uneducated individual. This labor provides the orthography mistakes in the written expression by students from the primary education seen in the educational practise by many authors from our country and other close countries.

The number of the orthography mistakes in the written expression is directly affected by the general average success of the students and by the assessment in mother tongue. The students with better general success and higher assessment in mother tongue know more the orthography rules and complied to them than the students with the worse success and the lower mark grade.

There are more orthography mistakes in the written expression by the students from the higher grades than by the students from the lower grades. It is a result on the fact that the students in the lower grades need to learn the orthography rules and in the higher grades they use them.

It isn't a big the difference between the students from the primary and the students from the secondary schools for the knowing the orthography rules. The students from the secondary schools show lower results than the students from the primary schools. That is a result on the fact that in the secondary education the orthography contents aren't learnt enough and they aren't repeated.

The teacher must be enough patient with his students and to give everything from himself to teach them to use the orthography rules correct in the written expression and in the every part of the human life.

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## BUILDING OF THE CHARACTER<sup>83</sup>

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### **Abstract**

Every child is an individual for himself. It has unique, characteristic only for himself potentials which should be encouraged and nurtured. The development and the nurturing of those potentials are very important for the building of the child's character.

This paper talks about the factors and the methods that influence the building of the children's character in a very specific period of life, from birth to the sixth year. Later in the paper is talked about two divisions of the character deviations among the three year olders as well as about the independence as an important factor for the building of the child's character.

*Key words: character, child, development*

### **SPECIFIC PERIODS WHEN THE FOUNDATIONS OF THE CHARACTER ARE SET**

“...We neglect the creation of the man...  
We step over the wealth that God has placed in every child...”

Maria Montessori

In its book ‘The Absorbent Mind’ (1949) Maria Montessori states that the building of the character among the children is a result of a series of activities of the child aged between three and six years. In that period we cannot teach the child about the values that is part of the character. Later, when the child is six we can access directly through conversation and persuasion. Even then we can talk about moral values because in the period from six to twelve years awakens the child's conscious about the good and the bad, it becomes aware what is right and what is wrong and not only in his actions but in the others actions too. That is the period when the moral conscious is shaped which later leads to creating a social conscious. Even more we can achieve when the children are at age between twelve and eighteen because that is when they are building ideals. In that period we can act with ethical principles. The harm is that after the sixth year of his life the child loses the ability of spontaneous development of his characteristics (Montessori, 2013, p. 274). That is why it is best to take the advantage of opportunities in the creative period of a child's life.

Yet something in common among all human beings is the pursuit of self-improvement and striving for progress, that imperceptibly will lead to removal of defects and repair of the character.

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<sup>83</sup> Specialized paper

In the first six years of its life, the child is adapting to the world around him. That adaptation for the child is a really big problem. In that period are set the foundations of the child's character. The strongest persons or those who were lucky to live in a better environment are those who have come close to the perfection or those who have best adapted to the environment. There are also such who have faced huge obstacles. The first are prone to perfection and the second are antisocial and extra social. They need a moral support, they don't find satisfaction, and they are constantly fighting and ask for protection. (Montessori, 2013)

The first period to the sixth year is a period of creating. There lie the roots of the character even though the child at birth doesn't possess them. This period is the most important period when it comes to the development of the character and it is divided in two sub periods from birth to the third year and from third to sixth year of child's life. These three periods differ among themselves but in each of them are set the foundations of the next. Therefore Maria Montessori emphasizes "if we want to build a future, we must vigilantly guard the present." (Montessori, 2013) The needs in one period are satisfied, and the next will be more successful.

If for example due to negligence or wrong attitude toward the child arise disadvantages in the first sub period and if they are not corrected in the second sub period they become even worse. In that case it can happen to arise two types of deviations in the development among a six year old child: one that the child has acquired in the period to the third year and a newly acquired in the next sub period from the third to the sixth year. After the sixth year those deviations will influence the next major period in the formation of awareness of good and bad.

Such disorders influence the mental life and the child's intelligence says Maria Montessori. The child will have learning difficulties if in the previous period there were no favorable conditions for the development of its abilities. The child can develop numerous features which in reality are not his features but are result of the unfavorable circumstances. For example, the child can not be able to develop a moral conscious or his intelligence can be under average. In that case the child would be without a character and incapable for studying. That would be a reason to arise new weaknesses and disorders in the last period of development. (Montessori, 2013)

Montessori has made two divisions of the character deviations among the three year old children. They are divided to strong children (who fight and get over the obstacles) and weak children (who succumb to the adverse impacts of life).

In the first category were noticed the following characteristics: arbitrariness, violent tendencies, outbursts of anger, rebellious outbursts, aggressive aspirations, disobedience and so-called instinct of destruction. Possessiveness that leads to selfishness and jealousy (something you have other children), instability, disorders of attention (inability to concentrate), confusion and a strong fantasy. They often scream, yell and make noise. They are especially cruel to the weak children and animals. (Montesori, 2013, p. 259)

The children from the second category or the weak children are passive, slow and lazy. They get what they want with crying. Often they are bored, scarred and close to an adult. They lie and steal. They refuse food and they have a lack of appetite, they have nightmares, anemia. (Montesori, 2013, p. 260)

All these problems are solvable if we understand how this cycle of constructive activities, through which passes every child in its development goes. If the child in the first period is neglected, his mind will be empty because it didn't get the chance to build it. The second reason is the absence of spontaneous activities that would be guided by the idea to create. These children are often left alone, or adults working for them, and thus also become passive and inert. They haven't had an opportunity to touch and examine objects and when

finally they are given the opportunity to touch anything, these kids do not know what to do with the matter and dispose it. (Montessori, 2013, p. 262) It is therefore considered that these disorders in children's character are acquired rather than innate. For the child it is very important the active relationship with the environment and the free leading of their own abilities.

The children are naturally curious, they want to explore. The factors of education- immediate and extended family, educators involved in the upbringing- educational process and well thought setting that would instigate initiative, interest and curiosity among children are the key factors that have the main role in the development of the child. Creating a positive learning environment stimulates the children to explore, solve problems, to demonstrate a high degree of initiative, to encourage their initiative, to encourage their curiosity and encourage them to ask questions. (Ministry of Labor and Social Policy, 2009, p. 42) They should be left free to play with what interests them, not helping them without the need and not to interrupt when you start an activity. The children, who have the option of different ways to develop their imagination and creativity, learn how to express their individuality, their interests, abilities and skills. Playing with each other, they learn from each other, share experiences and learn to respect differences in culture and expression. (Ministry of Labor and Social Policy, 2009) In this case obstacles incurred in character in this specific period is built, it will disappear.

Imagine, continues Montessori, how beautiful it would be if we could keep the abilities that we possess as children, for example to learn a completely new language through a carefree game. It would have been wonderful if we could continue the period when the child's mind possesses the power of absorption. We could achieve that by the help of intelligent attitude towards the child and understanding of its vital needs and with our immense support. The child is endowed with enormous creative energy that belongs to the unconscious mind with the help of activities and experience with the outside world should become conscious. Therefore we need to understand that children's minds are different from ours, that we can draw close to verbal messages and that we are not directly involved in the process of transition from unconscious to conscious. (Montessori, 2013)

### **FACTORS THAT INFLUENCE THE BUILDING OF THE CHILD'S CHARACTER AND THE DEVELOPMENT OF THE CHILD'S PERSONALITY**

All the educational factors and their harmonious acting over the child have influence on the building of the child's character in this period (0-6 years).

W. Hofman and R. Lipit in the studying of the influence of the family environment over the personality of the child's development and behavior, suggest the following scheme:

- Life background (origin of the parents);
- The current family situation;
- The relations between the parents;
- The parents' personal characteristics;
- The attitudes of the parents toward the child;
- Open forms of parental behavior;
- Child's orientation toward the parent and the siblings;
- Child's personal characteristics;
- The child out of the family. (Grandic, 2001)

If we talk about the attitude of the parents toward the child and about the philosophy of education itself we come to two opposite dimensions: strictness and kindness or leniency. Some authors consider that the children can be nurtured correctly only by kindness, affection and humanity, but contrary to that there are opposite opinions which talk about authority over the child and parental role as a main role. Spock distinguishes two types of rigor: rigor based on the goodness and severity based on irritability, intolerance, cruelty- which forms an abrupt person. (Grandic, 2001)

In any case we cannot unilaterally approach or separately observe the stated dimensions because the rigor does not exclude tenderness, kindness and respect for individuality, and goodness never back off certain requirements of meaningful rigor is further stated herein. Therefore there is no universal educational method that would yield optimal results in the development of the child, but a combination of several educational procedures that certainly comply with the characteristics child as two children from the same parents, raised in the same environment often have different character traits.

The development of the character very often is perceived as a personal effort of the child who has no connection with any external educational factors.

### **THE INDEPENDENCE AS AN IMPORTANT FACTOR IN THE BUILDING OF THE CHILD'S CHARACTER**

If under education we understand help in the development of the child's life in that case we can be happy when the child shows that has reached a new level of independence. (Montesori, 2013, p. 135) But, the child's development can be prevented or delayed if we don't allow it to acquire new experiences from the environment that surrounds it. Therefore the first task of education is to provide the environment in which the child will be given the opportunity to develop those abilities given by nature.

If the ideal of perfect life would be to sit back and not work anything and waiting for the others to do the thing for you, then, says Maria Montessori, the peak of perfection would be the life of the child in the womb where it supplies to all it needs. Therefore another important task is to leave the children alone to act in the environment around them, not us for them, because a child's development is a result of its activity.

Because as we know there are three main factors for the development of the personality: the heritage, the environment and the activity of the individual. If we talk about the activity of the individual associated with the individual's advance, that leads us to the definition of Montessori: "The term character means behavior of people motivated by the progress."

In this context we talk about using the hands as a help for the the development of the psychic life, and thus the character of the child. The child's intelligence can reach a level of development even without engaging his hands. But the achieved level will be much greater if the development of the child is followed by intelligence activities of his hands. In addition the character of the child who is using with his hands will be stronger. (Montessori, 2013) The development of the character would stop at a certain level if the child is not able to act with their movement in the environment that surrounds it, while a child who freely uses their own hands shows considerable progress in developing stronger character.

The period of one and a half year in the child's life is marked by a huge effort and creative activities. In this period we should be very careful in order not to ruin something that the child's nature is aiming and from the adults is expected to be prepared to support those activities and efforts.

The socio- emotional competency in the earliest years of the child's life also plays an important role in the forming of the child's character. The safe environment and the positive

interaction with the adults during the first years of the child's life have an important role in promoting a healthy socio- emotional development. The successful social contacts enable development of a positive image for itself, but at the same time a development of the emotional self- control skills. (Ministry of Labor and Social Policy, 2009, p. 27) They help him to develop an ability to control its behavior, to develop interaction with other people and to keep positive relations with the environment.

## CONCLUSION

*“The environment itself doesn't create anything,  
But it can encourage the development or sabotage it,  
Even it can deform it”*

*Maria Montessori*

If in the whole human life only one period is given for building the character and if in that period that doesn't happen or due to the environment ends bad... we need to let a natural forming of children's characters through numerous activities, because the features that will be developed in that creative period aren't nurtured, they will never show again.

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# WHY CHILDREN MISBEHAVE AT SCHOOL<sup>84</sup>

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## Abstract

Aim of this investigation in school, is assesses the attitudes of school teachers "Th.Mitko" in Gjilan about the misbehavior of pupils in schools.

The investigation was conducted by questionnaire, which contained 5 questions. In this research participated 30 teachers

Factors that affect the misbehavior are classified as family, school, economic situation, preparation of the teacher for the class, while as a preventive claim that should increase cooperation school- family.

**Key words:** *family, school, good behavior, partnership school - family*

## The family is the basic social circle of child

For better or worse each of us is the product of his family, such as physical forming, as well as psychological, social and moral. Our parents have exercised an influence on the physical, psychological and social.

Things that we consider important in life (values), the goals we pursue the reasons we advocate, the friends that we have, our way to occupy a place in society, are in function of the values learned in the family environment. However, families are not all the same. Portraits of families are diverse.

The family as a basic social circle, in which the child develops and is formed, and the school as institutional representatives of education are essential factors in the development of each individual as well as society in general.

Psychodynamics of family life imposes many variables that need to be explored starting from the education of children, the types of assistance offered to the child, the formation of habits of work etc.

The discussion about the education of students report never ends without report of family, for the goals of education, discipline and school achievement (**Ekermen 1987**)<sup>1</sup>. When pupils do not realize the reports adequately with their peers and do not achieve satisfactory results, the teachers most often blame parents, due to systematic lack of work with them, nondevelopment of habits work and self-discipline.

The family as a basic factor of education provides behavioral models, which models accept or expel the child, help or hinder its development. If the family adequately perform educational function, the possibility of eliminating negative influences and behaviors is great.

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<sup>84</sup> Specialized paper

## **The role of the teacher for a prosocial behavior**

Teacher is educational carrier educational work, which should educate new generations with civil values, national and international, to educate for peace and tolerance.

The teacher is one of the most important factors of learning, which affects not only learning, but also affects the development of psycho-physical capabilities of students in behavior from students, in the formation of their personality.

## **School-family collaboration as prevention for the best behave of pupils**

Cooperation with parents is generally considered fundamental to improving the social behavior of the pupils, the participation of parents in the learning process of their children is one of the leading ideas of contemporary school reform (Lickona, 1992).

Most authors agree that there are many ways of action of the family and that they depend on the characteristics of the culture of the society in which the child grows, and from the skills and preparation of parents. Family and school activities as two primary circle of socializing are different, but complementary because they are an integral part of the whole.

School family cooperation see the possibility of resolving the problems, by which faced the pupils in the area of interpersonal relationships and school achievement. Creators of programs made to improve the social status of unpopular children need to devote attention to the family that is one of the strongest and primary groups in the society (Allen, 1984), because the experiences of family and relationships family –children, in large or small mass, determine the proportion of children in the society during his lifetime<sup>1</sup>.

For this reason, collaboration or school-family partnerships in aspect of improving social behavior and best practices in school, need reciprocal interaction of parents and teachers, compliance activities, building positive attitudes in both directions, providing complementary roles so that parents and teachers have control over students.

## **Interpretation of results**

Except the reviewing of the literature, in our research objective was to find out what is the opinion of the teachers about the misbehavior of pupils in school, specifically at "TH.Mitko" in Gjilan.

In this research participated 30 teachers of this school in our question, why their pupils have misbehavior at school. For data collection was used a questionnaire of five questions.

1. are present misbehavior of the pupils in your school
2. which Factors affect in the bad behavior to pupils.
3. Have the parents influence at the misbehavior of children
4. What is the teacher's role in the education of pupils
5. how to prevent misbehavior of pupils

Just as has been presented in the theoretical part, the same think and surveyed teachers of the school that the main factors that affect the misbehavior of the pupils, are family, school teachers and collaboration of school with family

Most of teachers (70%) express their disturbance when allege that during the lesson has misbehavior of pupils, which not respecting the rules of the classroom.

About 70% of teachers claim that another problem more disturbing are the wishes of parents that necessarily, their children have excellent success, which frustrates pupils and

from parents pressure, they also manifest misbehavior against other pupils in classroom, and against their teachers.

Nowadays we face a economic inequality, cultural inequality, with a diversity of pupils, with a family education different from the other, schools and teachers are in an unequal situation in relation to the pupils.

Although the school has rules them by the majority of pupils are not respected, where, according to respondents 60% of statements speak that pupils with harsh rules at home, in school exploiting the freedom of action, while pupils that at home have a greater freedom or a good communication in the family, they act the same as at home and at school.

An important factor that puts children in an unequal position is the economic situation of households, is the assessment of 100% of the teachers. This justify that children covet the to much friends who have the better economic situation, have more school equipment, bags with the firm, also and the phone is part of the their school equipment.

In this research it was estimated and the preparation of teachers as a factor of discipline and keeping of the interest and curiosity of children.

School-family collaboration was confirmed 100% as prevention factor. According to the statements of the teachers are not enough only construction of educational policy, curriculums, numerous training, if the parent in school is not partner of school.

The behavior is phenomenon which taught in schools , home and the education goal is to help the youth not only be known but also to help them to be the best in their actions (Lickona, 1992).

## **Conclusion**

Based on these investigations we can conclude that at primary school Thimi Mitko are present bad behavior.

That are presente misbehavior of the pupils, this was proved by all respondents and as conclusion of the study is to increase coopertion school-family as preventive measure against misbehavior..

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