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Diagnoses of (Con)temporality: J.-F. Lyotard, J.-L. Nancy, M. Krieger, and P. Gilroy

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Abstract

This paper focuses on the comparison of various theories of contemporality that emphasize the categories of time, movement, and contingency. The argument concerns the contemporary philosophy of Jean-François Lyotard, Jean-Luc Nancy, Murray Krieger, and Paul Gilroy. In his paper *Time Today* Lyotard perceives contemporary consciousness in terms of, extended by modern technology, capacity of implementing the past narratives within the structures of temporality. Meaning proceeds from the emotional attitude toward those past events. In this view, present immigration problems are linked to the issue of space related dimensions of traditional culture and its tendency towards inertia. On the other hand, Lyotard points to a new emerging model of the contemporary technology-based culture, which manages to surpass the obstacles of locality. However, as Lyotard claims, this process, based on the merging of technology, science and culture, does not lead to the increase of educational, economic, and moral standards of society, but instead gives rise to "barbarism, illiteracy, impoverishment of language, new poverty." In reference to Leibniz's concept of a complex monad, Lyotard juxtaposes memory to event claiming that the modern era is characterized by the domination of oppositional forces of rationalizing and contingency. This opposition is analyzed in the light of a comparable concept introduced by Derrida based on the confrontation of the terms: event and machine. Moreover, a postcolonial critic Paul Gilroy in his *Postcolonial Melancholia* describes contemporary social phenomena with the use of terms conviviality, multiculturalism, immigration, race, globalism, and planetarity, which also encompass contingency and movement.

The present moment, as a movement towards transgression of time, the opening, the breach in time, becomes the object of analysis in *Adoration* by another contemporary thinker, Jean-Luc Nancy. According to him, the enclosure in scientific forms of rationality and reason today produces the counter drive towards the contact with the open.

Temporality and temporal distance is also an issue discussed by Murray Krieger in reference to Paul de Man's "Rhetoric of Temporality" that focuses on the discontinuity between language and existence, or the void that separates them.

The proposed analysis concerns the discussion of those divergent diagnoses of contemporary society in relation to the issue of time.

In some sense this analysis concerns the phenomenon of the flow or movement (of time, desire, language, blood, refugees, immigration, etc.) as the essence of contemporality. The argument focuses on those elements of postmodern ethics that involve change, instability, and the temporal as the most vital, constituting, and thus constant elements. In other words, it is about new reflection on the ancient problem of the constancy of change, a "recurrent alterity" (Lyotard 2006, 267), according to J.-F. Lyotard. Notably, in his writings, one finds a revealing analysis of the temporal state of postmodern condition. In *Time Today,* he concentrates on the topic of temporarily and time related aspects of the current condition of modern societies and modern consciousness.

The perception and experience of time have been recognized as one of the most perennial, yet problematic tasks of philosophy since its very beginnings and the ontology of change and becoming proclaimed in Heraclitus's thought. One cannot enter the same river twice, says Heraclitus, attributing the imagery of the principle of constant transformation to fire and its opposite: the flow of a river.

In reference to a never-ending flow that takes place in every perceptible or indefinitely small segment of time, Lyotard proposes the above mentioned term: „recurrent alterity," in the face of which one remains a passive observer. This notion points to two opposite aspects of the phenomenon of time: its repeatability (based on some element of sameness) and absolute change (every moment is different). Moreover, each act of perceiving the present is experienced as unique, yet imperceptible: „ (…) present cannot be grasped as such, it is absolute. It cannot be synthesized *directly* with other presents. The other presents with which it can be placed in relation are necessarily and immediately changed into presented presents, i.e. past", claims Lyotard. (Lyotard 2006, 266).

These analyses establish the ground for further speculations about the future and present problems the humanity will have to face. The main aim of civilization which Lyotard treats with suspicion is also time-related. The accumulation of information has one goal; it should lead to the subordination of the future to present expectations. Predictability is the key to control, effectiveness, and power in an economic sense. On the other hand, in a philosophical sense, it guarantees and confirms the truth preserved in the techno-scientific discourse, which is a new form of coping with collective memory that was previously invested in the medium of myth. Expanding the capacity of computer stored databased memory and mastering data analyses is a challenge which humanity will have to face in order to „adapt to the growing complexity" of the system and, self-reflectively, to respond to „the growing comlexifying relations between human beings." A perfect monad, according to Lyotard, in reference to Leibniz's theory will finally master and stop the flow of time and information. The state of divine all-knowing will constitute a perfect final stability and an eventual partial overcoming of Heraclitus's paradox of constant change. This will mark the final victory of the machine over the event in Derrida's vocabulary, but this vision possesses also serious drawbacks. Lyotard points to Heidegger's figure concerning technology *Gestell* and considers it threatening. „Mind and even soul are studied as though they were interfaces in physical processes," he worries (Lyotard, 274). The all-encompassing domination of technē leaves no place for what may be termed purposeless (with no purpose outside itself to use Kant's terms) humanistic imagination. In this situation, the uniqueness of the mind and its only rescue is an access to the event celebrated in such mediums of free creation as: the visual arts, everyday language, poetry, music, and literature.

However, as Murray Krieger notes, no work of art or a literary or critical text is innocent and free of institutional constrains or materialistic ideologies. Neither can it be free from ethics. „Everywhere the ‚political unconscious' writes texts that are responsive to its (criticism's - EB) will to power,"[1] (Krieger 1983, 134) as Krieger notes. A text unfolds in time during the reading process, it unfolds its sense in relation to other texts, using the rhetorical figures to create an illusion of change and repetition. The flow of criticism and theoretical thought that should be more self-conscious forms of language use, is based on awaiting for the truly innovative critical event to arrive unexpectedly as Godot upon the stage of writing in order to radically illuminate present and past readings. Could it come from the outside, that is from the techno-scientific discourse, as Lyotard seems to suspect and break „a Dantean circle of language in which all are damned and none innocent" (Krieger 1983,134)?

The other of any critical discourse and (philosophy) is a matter of the future to come, which could complete the growing complexity of the monad. Krieger notes: „There remain, outside, those desires that would shape language to themselves as they seek to shape history in their direction. These subjugate the text to themselves, the subliminal masters that make us distrust all that is said" (Krieger 1983,134), states Krieger.

These are forms of awaiting the un-predictable, in a sense which Lyotard introduces through his famous notion of the unpresentable in „Answering the Question: What is Postmodernism." He also confirms that with the expansion of logic and mathematics to other domains of thought, the problem and paradox of time have shifted to the main position.

Lyotard perceives the contemporary consciousness in terms of, extended by modern technology, capacity to store the past and present narratives or information within the structures of temporality. Meaning proceeds from the emotional attitude towards those events. Collective, emotionally charged memory of any community forms its culture that is always geographically and historically limited, therefore, static. The present immigration problems are linked to the issue of space related dimensions of traditional cultures and their tendency towards inertia. On the other hand, Lyotard points to the new emerging model of contemporary technology-based culture, which manages to surpass the obstacles of locality. This new

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1 For the discussion of politics as technē see: Langdon Winner' *Technē* s *and Politeia: The Technical Constitution of Society.*

global mode of media culture encourages immigration, as it facilities the circulation of information. However, as Lyotard claims, this process, based on the merging of technology, science and culture, does not lead to an increase of the educational, economic, and moral standards of society, but instead gives rise to "barbarism, illiteracy, impoverishment of language, new poverty." (Lyotard 2006, 270) The new global consciousness and memory are often based on intolerance and stereotypical thinking, leaving no place for any deeper reflection. The movement of complexification and the augmentation of social collective memory based on the digital synthesis of past narratives or times result in losing touch with a singular ego or body. The human race is „pulled forward by this process without possessing the slightest capacity for mastering it," laments Lyotard. (Lyotard 2006, 270).

In reference to, the already mentioned above, Leibniz's concept of a complex monad, Lyotard opposes memory to event, claiming that more complex collective memory offers more control over any (present or future) event /unexpected occurrence. The growing complexity of the system, (of which the event remains the best producer) consists in the progressing in time complexity of social, economic and cultural relations. This forms a model which Lyotard relates to the complexity of time syntheses that, according to contemporary physics, happen only locally. Humanity might be one of those local gatherings of time, which as every result of physical processes is: „temporary and highly improbable." It is more exciting says Lyotard to think about humanity in this astronomic perspective, „to think that what is called research and development in the contemporary societies (…) are much more the result of such process of ‚cosmolocal' complexification" (Lyotard 2006, 268) than the result of a progress towards more happiness and social justice. The modern era is characterized by the domination of oppositional forces of rationalizing and contingency. It gives preference to new language uses based on rationalization, logic, pragmatism and communicational efficiency at the expense of the poetic, notes Lyotard.

In his essay „Typewriter Ribbon", Derrida proposes a pair of opposites: the patterns of the machine as opposed to the logic of event, comparable to the already discussed antinomies of memory and event. It refers to what was once the future time and its accordance with the previous desire or prediction. The event is structured according to the logic of deconstruction with reference to de Man's notion of the material event. The happening of the event is always external to the present, it is the outside of desire, according to Derrida, rapture, some unpredictable course of events, the dissolution and the bankruptcy of our expectations and strategies. It is the other of time, which constitutes its forever tragic yet intriguing dimension. Tragic in a sense of the alienation of the subject of desire, its estrangement towards itself, which as Derrida and Ihab Hassan note, cannot escape the tragic tone since it always precludes the possibility of what is the most and the least possible that is the event of death. Hassan's analysis of cultural innovation focuses on the paradox of death, an „even of events" (Hassan 1983, 15) as a driving force of change and desire. In „Ideas of Cultural Change" Hassan comments:

In short, more than an existential metaphor, more than an ontology of the new or a politics of innovation, death enters every language by which we try to understand change; and it acts, as Heidegger saw, as the basis of ‚authentic history,' which finds its weight not in the past, not in the „today," but in the *Geschehen*, the very process of existence, originating from the future, the „Being-toward-death. (Hassan 1983, 17).

Also Murray Krieger demonstrates how the purely theoretical reflection on language necessarily carries within itself an existential message about the temporality of human condition always ending in death. In his analysis of Paul de Man's criticism, he claims:

For de Man's, what is celebrated in a word is its "pure anteriority," which renounces "the desire to coincide" with "another sign that precedes it," instead accepting its "temporal difference," "its authentically temporal predicament" (pp. 190-91). But the last word, "predicament," opens language outward to the human condition: the fate of being only temporal starts by belonging to a sequence of words but shifts to the consecutive, unrepeatable moments of our lives. And with the prohibition against the spatiality of a return, against any simple repetition, the moments can only run out, following one another to death. (…) The semiotician in de Man cannot abandon the existentialist in him: treating the verbal sign as that which keeps us from touching our existential fate, he is simultaneously showing that language can contain that existential fate, though as a negative vision. (Krieger 1983,128-9)

However, the tragic materiality of desire should not be treated as an unsubstantial metaphor or a signifier without a signified as during the course of history, it can assume an appalling form of massive war crimes. In Klaus Theweleit's theory of suppressed desire, the inferior position of women in the society and the subsequent deepening of the gap between the

sexes, their social, cultural, and emotional separation manifested itself in a murderous but irresistible man's death drive, the call of blood, the desire to penetrate the body of the other by turning into a bloody mass. As if in response to such traumatic disasters, Derrida claims: „every event as such is *traumatic*. Even an event experienced as a ‚happy' one. (…) Understood in this sense, *trauma* is that which makes precarious any distinction between the point of view of the subject and what is produced independently of desire". (Derrida 2001, 358) The secrecy and mystery of time involves constant change and the creation of the impossible transformations of desire. A more optimistic diagnosis of postmodern transformation of desire is to be found in the writings of another contemporary French philosopher Jean-Luc Nancy.

All the above mentioned figures and forces may be expressed in terms of movement, change, transition, flow, the flow of a stream (of desire or information in a contemporary society). The present moment is always in movement towards the transgression of time, the opening, the breach in time and a conceptual bridge over the past and future, according to Jean-Luc Nancy. He focuses on the individual rather than on the general as Lyotard, and, interestingly enough, draws attention to the „pathological dependency" (Nancy 2013, 8) emotional or sensual (but not intellectual) insufficiency of contemporary men and women. This desire for experience results in addictions, a phenomenon characteristic to our society, according to Nancy. The enclosure in scientific forms of rationality and reason today, produces a counter drive towards openness, „for the contact with the open" (Nancy 2013, 8), the Absolute of the desire according to Nancy, that is God.

Analyzing the psychological and intentional dimension of the development of civilization, Nancy notes another interesting and usually underestimated transformation of desire that is the drive to sense. It is the only motivation that can overcome and „displace the regime of power and money as we know it." (Nancy 2013, 60) In this way, Nancy proclaims the triumph of thinking over pragmatism, materialism and politics, as according to his account the domain of sense should not be limited only to knowledge, reason, and technical solutions, but it should encompass the development of the sphere of mutual communication and trust based on Christian faith and „the common experience of language as ‚we.' " The drive towards sense is the most vital force shaping societies and individual human beings. It is an irrational, mystic flow of desire and energy, it is „the tension and thrust coming from the force that separates the world from elsewhere (…) a drive of being, being as a drive in whose charge we find ourselves" (Nancy 2013, 61).

The sense of being, or more generally understanding being as sense, does not necessarily contribute to the one-directional progress of humanity, as it may take a form of the collapse of a civilization. Instead, sense relies on establishing relation by observing the law of the universal love of others: this is „the possibility, the power, and the dynamics of relation" (Nancy 2013, 60). This universal sense of being forms the foundation of any true globalist thought and society. It thrusts our imagination towards the vision of the world in its totality, and forces thinking in ethical and existential terms of relation and common language, instead of criteria of power and possession. It is such a powerful force that the introduction of the drive towards sense, which Nancy associates with the beginning of Christianity, at first brought about the breakdown of the old civilization. The collapse of the Roman Empire was according to Nancy, the consequence of the current social, political, cultural, and economic system, which marginalized or excluded the need for forming „relation of people to each other and to the world". Therefore: „the order of Rome, however imposing its success might have been, ended up no longer recognizing itself as a possibility of sense", claims Nancy (Nancy 2013, 54). A similar crisis, surfacing with the advent of the politics of exclusion, isolation and indifference to the suffering other, may be faced by the contemporary seemingly potent Western societies. The truth that we cannot escape is that the refusal to accept and respond to the need of the other, often an immigrant in this case, opening and sharing our language with the language of the other, will diminish our own chances of „recognizing ourselves as a possibility of sense," reminds Nancy. The drive towards sense should pervade the present and guarantee the future of every true existence of a genuinely human society.

Not surprisingly, Nancy depicts the drive to sense in terms of a mystical movement of change that transgresses the individual subject. We are experiencing it while being immersed and carried by the stream of this drive. The only requirement is to remain open, submissive, and responsive to its flow. Nancy describes the drive with reference to the imagery of light and stream:

Drive, a thrust coming from elsewhere, from outside, from nowhere, which opens up in us; which comes from there but which, at the same time, opens up this unlocalizable place; which comes from mystery and produces it, which triggers its flash and goes back into its night: to the absence of solution, to the dis-solution where truth resides. But in this truth is kept and saluted the existence of everyone; the impulsion of relation and the pulsation of sense: it comes and goes from one to

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the other, from some to others, without establishing any continuity of being but rhyming our common presence- our co-appearance and our exposure [exposition] (Nancy 2013, 61)

Klaus Theweleit refers to the red flood of ideology (that according to Nazi threatened German national, political and cultural identity) which had to be counterbalanced and drawn in a red flood of blood. In contemporary societies the flow of desire is parallel to the flow of information in the multiple and tiny subcutaneous veins of the Internet. The medium of flowing water, a stream is a well-established symbol of time, dating back to the already mentioned, Heraclitus's famous paradigm of a flowing stream which can never be entered twice in the same state and moment. In his analysis of Heidegger's topography, J. Hillis Miller confirms: „ the stream is, of course, also a way of expressing temporality, for example, in Heraclitus's fragments" (Miller 1995, 149).

Water, in its timeless quality, constitutes an archaic source of life immersed in the depth of time. Its surface reflects the current passing image, temporary and unstable, bound to fall into oblivion as it disappears in the next moment. It is devoid of the solid, lasting form and quality of earth. According to the Biblical imagery, in the beginning „the Spirit of God was hovering over the surface of the waters." (*New American Standard Bible* 1995, 5). In Heidegger's view, the depth of time - archaic, pre-Socratic thinking formed the original authentic inside to the truth of existence as the depth of oceans formed the origin of life. Interestingly enough, Heraclitus's authority and his reference to water are invoked by Heidegger in his *Building Dwelling Thinking*. Heidegger's symbol of the bridge, may refer to an attempt of imposing some spatial organization upon the disorder and unpredictability of the stream. In Derrida's imagery this opposition could be parallel to the antinomy of the machine and event. The machine as symbolizing the effect of the technē principle at work (for example in the construction of the bridge), as well as in the repetitive, mechanical actions of crossing the bridge. Therefore the mechanical will always happen within the measureable time dimensions as opposed to the timelessness of the event of flowing.

Derrida proposes a similar metaphor in another paper entitled "Some Statements and Truisms about Neologisms, Newisms, Postisms, Parasitisms, and Other Small Seismisms." In this text, the bridge is only one-sided and called jetty. It is a seawall that protects the hitherto acquired theoretical constructions of philosophical and critical thinking against the unknown and yet unthinkable future. Derrida stresses that different jetties, as various ways of theoretical and political ordering of the present, are competitive. Therefore, the present moment is always determined by the domination of one mechanistic jetty or bridge that directs the current journey through time. As an interesting example of a sociological application of the philosophical concept of jetty, one may point to Derrida's lecture on geopsychoanalysis. It concerns the problem of racism in South Africa based on the absurd declaration quoted in his „Racism's Last Word" promoting „the separate development of each race in the geographic zone assigned to it" (Derrida 2007, 378). In relation to the discussion of the territory of dwelling, there emerges a question of the possession of land, borders, boundaries, and barriers. In this context, the figure of the bridge or jetty signifies the opening of isolated physical and mental zones in order to facilitate the free, unrestricted movement of bodies and ideas. In a sociological sense, the indeterminable flow of water and its tendency towards mixing in order to form equilibrium refer to the flow of human masses that is migration movements. Time serves in this case as a very effective model and factor contributing to the transformation, deconstruction, or dissolution of once established strict spatial, political, and cultural partitions, or meanings as Derrida has it. It especially concerns those words that institute discrimination and cruelty. In „Racism's Last Word" Derrida reconsiders the meaning and the abstract scope of mental territory occupied by the word: „apartheid." He notes:

(…) by itself the word occupies the terrain like a concentration camp. System of partitions, barbed wire, crowds of (…) solitudes. Within the limits of this untranslatable idiom, a violent arrest of the mark, the glaring harshness of abstract essence (heid) seems to speculate on another regime of abstraction, that of confined separation. (…) By isolating being - apart in some sort of essence or hypostasis, the word corrupts it into a quasi-ontological segregation. In any case, like all racisms, it tends to pass segregation off as natural- and as the very law of origin. Monstrosity of this political idiom. (Derrida 2007, 334)

Derrida's argumentation concerns the stabilizing and creationist power of language, which in this case, he recognizes as a dangerous pervasion.

The mechanistic effect of inertia of the unjust system could be overcome by processes that have to do with Gilroy's term conviviality: interexchange, progress, event, innovation, and democratization. The same applies to the process of overcoming the communist totalitarian regime in the 80s in Poland and the subsequent wave of liberation reaching other

currently post-communist countries. Notably, the power and the stagnancy of this regime were based on the spatial and cultural isolation of the country. Hermetically closed borders, totalitarian control over the information circulating in the media, no access to the outside world form the basis of any potentially dangerous geopolical closure.

Therefore, the rebirth of antiglobalistic tendencies towards nationalistic separatism in Europe and the US should raise our critical awareness. It is evident in the recent event of the United Kingdom withdrawing from the European Union and the absurd idea of building a wall at the Mexican border to protect California, which resembles Nazi idea of erecting the ghetto wall isolating Jews in Warsaw. Notably, in both cases the costs of isolation are paid by the victims.

In his book published in 2005, Paul Gilroy talks about the political and social situation of the Great Britain and other countries. His diagnoses have recently been confirmed by Brexit, anti-immigration policies, and violent acts against immigrants. The postcolonial melancholia, referred to in the title, designates a new context for the notion of the mental state of melancholia described by Freudian psychoanalysis. It concerns to the general state of nation rather than the state of an individual psychic, affected and dominated by contemporary neoimperialistic tendencies. As an alternative for the state's state of melancholia, Gilroy proposes the values of conviviality and planetarity. Conviviality does not take place in a mature cosmopolitan society. Rather, it designates a community, which evolves towards this ideal. It has to do with cohabitation and the possibility of establishing relation. It is a term that implies a passage of time: time equal to man's life time, simultaneous, open and harmonious times happening within one community. As Gilroy notes: „it does not describe the absence of racism or the triumph of tolerance. Instead it suggests a different setting for their empty, impersonal rituals, which (…) have started to mean different things in the absence of any strong belief in absolute or integral races. (Gilroy 2005, XV). Planetarity which Gilroy proposed in the place of globality has more dynamic and time-related dimensions implying contingency and movement. The author diagnoses Britain as especially prone to imperialist thinking due to its colonial past. His analysis, however, is not limited to only one symptom of community's neurosis. Freud's analysis, treated perhaps too uncritically in Gilroy's text, acknowledges that the place for unavoidable conflicts, the discharge of distractive energy in happening that racism creates, are necessary. Moreover, the impossibility of the principle of love of neighbour is affirmed. To propose a possible solution to this ethical impasse, Freud points to a need for developing a special approach to analyse and understand the mechanism of forming „the pathology of cultural communities"" (Gilroy 2004, 65).

However, as Gilroy notes, we should bear in mind that the problems of violence, discrimination, racism, and master-slave division cannot be diagnosed solely in reference to contemporality, because they have accompanied humanity since its very beginning. For example, some early feminist undertones can be traced in Montesquieu's novel *Persian Letters* that describes a revolt of wives in a Persian harem. In the writings of Montesquieu (notably a devoted traveller), DuBois and Gandhi, Gilroy locates the first attempts to conceptualize and create a universal planetary consciousness or cosmopolitanism based on solidarity. Therefore, to form a new humanism, humanity is obliged to look back and analyse the incessant flow of blood and violence caused by its numerous mistakes, such as: fascism, colonial imperialism, slavery, war crimes and murders, racial and sexual discrimination, etc. As Gilroy notes: „this is a planetary consciousness of the tragedy, fragility, and brevity of indivisible human existence that is all the more valuable as a result of its openness to the damage done by racism." (Gilroy 2004, 75). „The detour through modern histories of suffering must be mandatory" (Gilroy 2004, 151), he adds elsewhere. Yet, the world conflicts caused by imperialistic claims such as Russian-Ukraine, or, analysed by Gilroy, Israeli-Palestinian conflicts, give also rise to new theories supporting them and paving the way for a rebirth of an imperial catastrophe, worries Gilroy. A seemingly modern problem of migration, he notes, has always been a part of Europe's history and, therefore, we need a serious search for a new language and new phraseology that do not discriminate between a citizen and the other, European and non-European. To deconstruct the binary, simplified oppositions that prepared the ground for ethnic conflicts is to realise that, as Heraclitus taught, every pair of oppositions is only temporary.

Finally, let me note that the term „mobile multiplicity," proposed by Derrida in reference to his own writings, may offer a solution also in political or sociological dimensions of its meaning:. It is a „movement that engenders by giving form or the figure that gathers up a mobile multiplicity: configuration in displacement. A formation must move forward but also advance in a group" states Derrida. (Derrida 2007, XII) This is an adequate figure of a new, ideal, mobile society based on cosmopolitanism and conviviality that remains open to the call of time, change, and event.

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The Arabic Teacher's Training and the Effect of Their Work Success: a Case Study of Sultan Idris Education University (UPSI)

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Abstract

This research investigates the Arabic Teachers' training and the effect of their work success, a case study of Sultan Idris Education University Malaysia (UPSI). The study will use mixed methods between quantitative which use questioners that will distribute among students at UPSI those who studying and was studied Arabic language as their medium.. This study found that the teachers' training was highly impacted on their work success in the field according to the data collection of the study. Overall, The contents, materials, facilities and curriculum which are offered by the Arabic unit of UPSI was suitable for the teacher's training, as well as , the students were giving full intentions to all language skills and another sub educational skills during their training and practical training. Clarity, it seems that majority of students were familiar with the teaching methods used in teaching and learning process based on the high percentage

Keywords: Arabic Teacher's Training, The Effect, work success

Introduction:

The language is a way of human expression, through this way, human being can assume the community and cultural centers which has great importance in the community, and this importance linked to the importance of language at the stage of universal, society, human being and life level. Therefore. The teacher is a symbol of the nation, it is through hard work emerged generations of learners, and occupied nowadays oversaw business and noblest, and holds the most difficult tasks. The generation who graduated from the hands of the teacher, is now prime minister, educator and administrator sooner in order to leading of the affair of this nation. The good product of the teachers have excellent saturation values and science and knowledge , and are expected cares and takes care of the creative ability and then converts it to facts and truth delight friend and fascinates the enemy. All this has encouraged us to choose the teacher and the head of his training material in our research.

Research Problem

The problem of this study is to clarify the problem of teaching Arabic among students, especially when their practicing of teaching for Arabic Language. This study deals with the issue of the Arabic Teacher's Training and The effect of their Work Success: A Case Study of Sultan Idris Education University (UPSI). This program aims to develop the capacity of teachers and raise their level in the teaching profession and also practice students as teachers in their work place. As

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well as positively impact on the reflex of pupils in the course of application of their teaching and practicing at the schools in Malaysia.

Significant of Research

This research is gaining importance of the nature of the modern scientific study that relies on the application of the principles of the perfect theory in the study of teaching skills. The Study of skills can let students to earn a good and clear way, which is unequivocal and unambiguous, therefore make the trainees to perform in better way to reflect their experiences that gained from the training, accordingly, their performance is affected by a positive impact in the collection of students and scientific output. This is sufficient in the future to be distinguished in the fields of teaching and all matters which is relevant with teaching and learning. This study will produce good Arabic teachers from UPSI and as a role model in their work place.

Literature Review :

The previous studies addressed the issue of multiple teachers' training. This research is composed of books , research and a variety of articles published in professional journals, web sites and other information that opens our horizons in this area . Although many of these studies, however, it did not address this area adequately, especially in the four skills that will be discussed later.

The research of Ahmed Hassan Semsaah titled **"Educational programs for the Arabic language: methods and methods of teaching (teacher training)**, 2002 . presented author in this book the definition of educational programs offered to train teachers of the Arabic language to non-native speakers, and the statement of goals, and most importantly to contribute to the preparation of specialists in the teaching of Arabic speakers to other, and production methods , and hearing aids , and the specific visual , and put dictionaries progressive and bi- level entrances to the Arabic language, and written language related to Islamic view. This research has been limited to teaching methods, did not provide a detailed training program, especially since the researchers may live this experience learning in Malaysia , theoretical part has dominated the search, which has made the researchers benefit from it in the corner and make them take advantage of this absence of applied field study.

The research named **"A Teacher Training Experience Based on Work with Communities in California" (**Rodríguez-Valls, F., Antonio Montes ,A (2011) described the results of a teacher training model that involves contact with California communities and action-research practices. The research covered students enrolled in the education program at a university in southern California during the 2007-2008 school year. The researchers interviewed those students and analyzed the global culture of students and parents from various ethnic groups as subsequent input for classroom work and, ultimately, the design of lessons and the development of educational plans pursuant to the requirements of the California Commission on Teacher Credentialing (CCTC). The study found that transforming teachers acquire a variety of useful skills for their work as educators in the global village by learning about the community from the inside out. This research is benefited to develop the capacity of teachers and raise their level in the teaching profession and also practice students as teachers in their work place.

Here, a research by (SALGÜR, 2014) related to the work Success effected by the training. The topic is "**Important of mentoring in teacher training**". This research indicated that work success involves learning and cultivating relationships, building the capacity of teachers, figuring out better pathways to success, and providing the support teachers need to come together as communities of practice. He explained that Enhancing a teacher's professional identity is a potential solution to the drift and disconnection experienced by many teachers during their career. Researcher suggested that attending together at a conference is one way to increase their professional identity for Mid-career teacher leadership. As well as , he mentioned that it can enhanced sense of professional identity through self-awareness of their mastery experiences, collaborative skills and teacher leadership is that it may impact a mid-career teacher's connection to the profession, resulting in a renewal of commitment to teaching. Besides that, he supported the Revolution is to re-discover the power of teaching.

Finding and Discussion

Discuss for Data Analysis, Frequency Table and result

Demography of Participant (Year of Graduation)

No.	Year of Graduation	Frequency	Percentage		Cumulative Percentage
1-	-	**1**	2.4		2.4
2-	2012	11	26.2		28.6
3-	2013	16	38.1		66.7
4-	2014	14	33.3		100
	Total	**42**	**100**		100

Table (3)

Demography of Participant (Days Teaching Per Week

No.	Days Teaching Per Week	Frequency	Percentage	Cumulative Percentage
1-	-	7	16.7	16.7
2-	4 Days	7	16.7	33.4
3-	5 Days	24	57.1	90.5
4-	7 Days	4	9.5	100
	Total	42	100	100

Table (4)

Demography of Participant (Years of Teaching Experiences)

No.	Years of Teaching Experiences	Frequency	Percentage	Cumulative Percentage
1-	-	7	16.7	16.7
2-	10 years	1	2.4	19.1
3-	1 year	16	38.1	57.2
4-	1 year 3 months	1	2.4	59.6
5-	1 year 6 months	2	4.8	64.4
6-	1 year 7 months	1	2.4	66.8
7-	1 year 8 months	1	2.4	69.2
8-	2 years	6	14.3	83.3
9-	3 years	1	2.4	85.7
10-	4 months	4	9.5	95.2
11-	6 months	2	4.8	100.0
	Total	**42**	**100**	100.0

Tables (1, 2, 3,) show distribution of the study sample according to the independent variables which are year of graduation, the number of teaching days per week, and the number of years of teaching experience.

Teaching Methods Used

Table (7)

Teaching methods used

The methods I use in teaching Arabic language	Frequency and Percentage					Total
	5	4	3	2	1	
1- Grammar-Translation Method	**(%19.0)** 8	**(%50.0)** 21	**(%31.0)** 13	-	-	(%100.0) 42

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2- Audio-Visual Method	(%4.8) 2	(%31.0) 13	(%57.1) 24	(%7.1) 3	-	(%100.0) 42
3- Direct Method	(%11.9) 5	(%57.1) 24	(%23.8) 10	(%4.8) 2	(%2.4) 1	(%100.0) 42
4- Audio-Lingual Method	(%4.8) 2	(%45.2) 19	(%45.2) 19	(%4.8) 2	-	(%100.0) 42
5- I don't have any idea about all these methods	-	-	(%4.8) 2	(%11.9) 5	(%83.3) 35	(%100.0) 42

Figure 7: Teaching methods
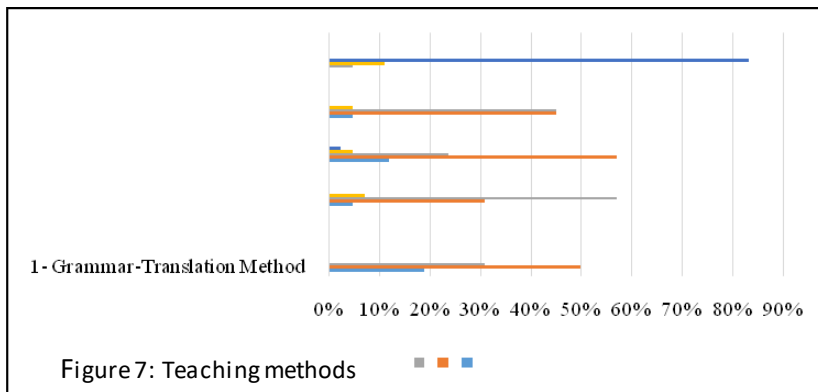
Table 7 shows that the grammar translation method and direct method has obtained the highest percentage (69%), which is approve that both of the methods has been applied frequently in the practical period. On the other hand, Audio-Lingual Method also becomes the method widely chosen by students for reaching (50%) in the frequency of using those methods. Besides that, the method of audiovisual got the lowest scale (35.8%). It seems that all these students are familiar with the teaching methods used in teaching and learning process based on the high percentage (95.2%) of their perception towards all these methods.

Language Used in Teaching Process

Table (8)

Language used in Classroom

The Language I used in explaining the lessons in Arabic language classroom	Frequency and Percentage					Total
	5	4	3	2	1	
1- Standard Arabic language	(%28.6) 12	(%38.1) 16	(%28.6) 12	(%4.8) 2	-	(%100.0) 42
2- Malay language	(%9.5) 4	(%21.4) 9	(%42.9) 18	(%14.3) 6	(%11.9) 5	(%100.0) 42
3- Arabic language accents	-	(%4.8) 2	(%9.5) 4	(%11.9) 5	(%73.8) 31	(%100.0) 42

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4- English language	-	-	(%26.2) 11	(%31.0) 13	(%42.9) 18	(%100.0) 42
5- Both Malay and Arabic language	(%23.8) 10	(%26.2) 11	(%40.5) 17	(%7.1) 3	(%2.4) 1	(%100.0) 42

Figure 8: Language used in Classroom
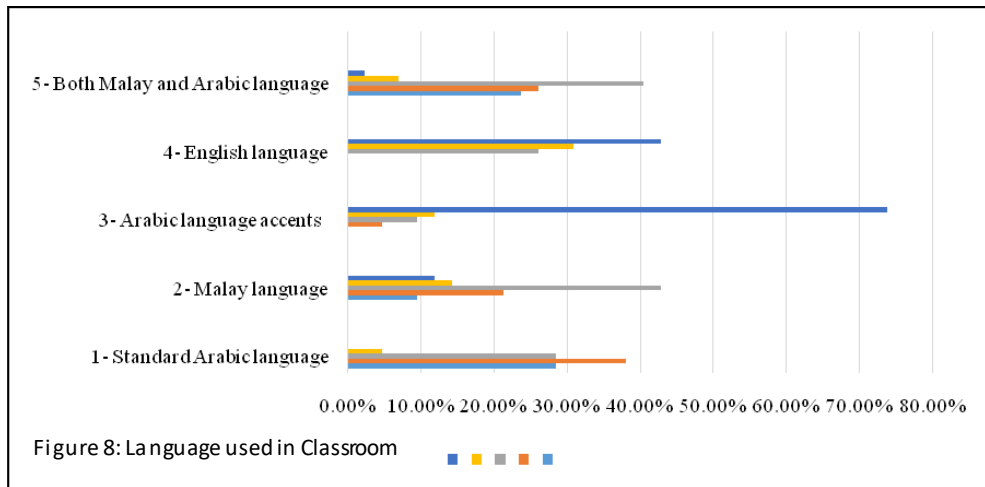
Based on the results shown in table 8, most of the students use standard Arabic language during the teaching process and their number reached up to 28 people (66.7 %), meanwhile second place goes to students who are mixing Arabic and Malay in their conversation. while the lower percentage is recorded for the use of Arabic accents (4.8%) and English language (0%) due to the lack of practices inside the classroom.

The Methods Used in Practical Training

Table (9)

The Methods Used in Practical Training

Methods used	Frequency and Percentage					Total
	5	4	3	2	1	
1- Video	(%9.5) 4	(%50.0) 21	(%26.2) 11	(%9.5) 4	(%4.8) 2	(%100.0) 42
2- Cassettes/ Tape Recorder	-	(%9.5) 4	(%9.5) 4	(%28.6) 12	(%52.4) 22	(%100.0) 42
3- Language Laboratory	(%4.8) 2	(%16.7) 7	(%14.3) 6	(%28.6) 12	(%35.7) 15	(%100.0) 42

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4- OHP	**(%4.8)** 2	**(%16.7)** 7	**(%28.6)** 12	**(%9.5)** 4	**(%40.5)** 17	(%100.0) 42
5- Graph/ Chart	**(%7.1)** 3	**(%26.2)** 11	**(%26.2)** 11	**(%14.3)** 6	**(%26.2)** 11	(%100.0) 42
6- Cards	**(%14.3)** 6	**(%42.9)** 18	**(%23.8)** 10	**(%11.9)** 5	**(%7.1)** 3	(%100.0) 42
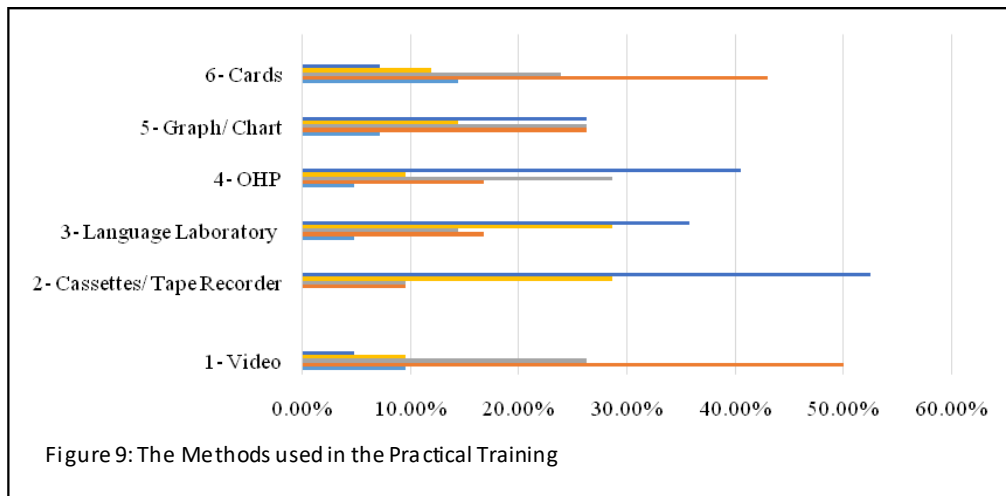
Figure 9: The Methods used in the Practical Training

It is clearly explained in Table 5 that most of the students inclined towards using teaching assisted materials in practical training. It is recorded that most of them choose video (59.5%) and cards (57.2%), and then followed by graph/ chart (14 or 33.3%). From the results above, it seems that majority of the students gave less interest on using the other methods such as: tape recorder, language lab, and OHP as it only reached (between 9.5% and 21.5%) which is the lowest percentage out of all methods introduced.

From experience participant in the practical training, there are suggestions for the development of training programs in which it will contribute effectively to the teaching of Arabic in this university, as mention in the table at bellows:

Practical Training

Table (10)

Skills used in Methods

Skills used in Methods	Frequency and Percentage					Total
	Best	Good	Average	Weak	Weaker	
1- Listening	**(%14.3)** 6	**(%61.9)** 26	**(%21.4)** 9	**(%2.4)** 1	-	(%100.0) 42
2- Speaking	**(%2.4)** 1	**(%57.1)** 24	**(%40.5)** 17	-	-	(%100.0) 42

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| 3- Reading | (%31.0) 13 | (%59.5) 25 | (%9.5) 4 | - | - | (%100.0) 42 |
| 4- Writing | (%9.5) 4 | (%64.3) 27 | (%21.4) 9 | (%4.8) 2 | - | (%100.0) 42 |

Figure 10: Skills used in Methods

Weaker   Weak   Average   Good   Best
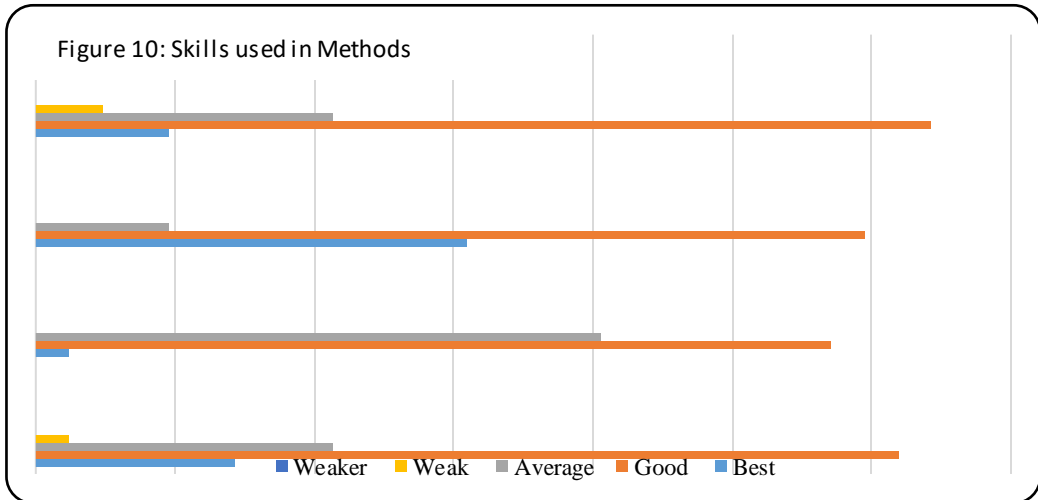
Based on the results shown in Table 10 level of students' abilities in the four language skills during their practical training was recorded as it can be observed that they are proficient in all skills except for a few of them are still in the medium level. Reading skill got the highest rating (90.5% represents 38 students), followed by listening (76.2% represents 32 students) and then writing skill, which is recorded up to (73.8% represents 31 students). Meanwhile, conversation skill got the lease rating (59.5% represents 25 students). To sum up, it is possible to say that the most difficult skill to be mastered on is speaking skill.

Arabic Language Skills that Have Successfully Achieved at University Level

Table (11)

Skills used in successfully

Skills used in successfully	Frequency and Percentage					Total
	5	4	3	2	1	
1- Listening	(%50.0) 21	(%40.5) 17	(%9.5) 4	-	-	(%100.0) 42
2- Speaking	(%54.8) 23	(%33.3) 14	(%11.9) 5	-	-	(%100.0) 42
3- Reading	(%50.0) 21	(%40.5) 17	(%9.5) 4	-	-	(%100.0) 42
4- Writing	(%47.6) 20	(%38.1) 16	(%11.9) 5	(%2.4) 1	-	(%100.0) 42

Figure 11: Skills used in Successfully
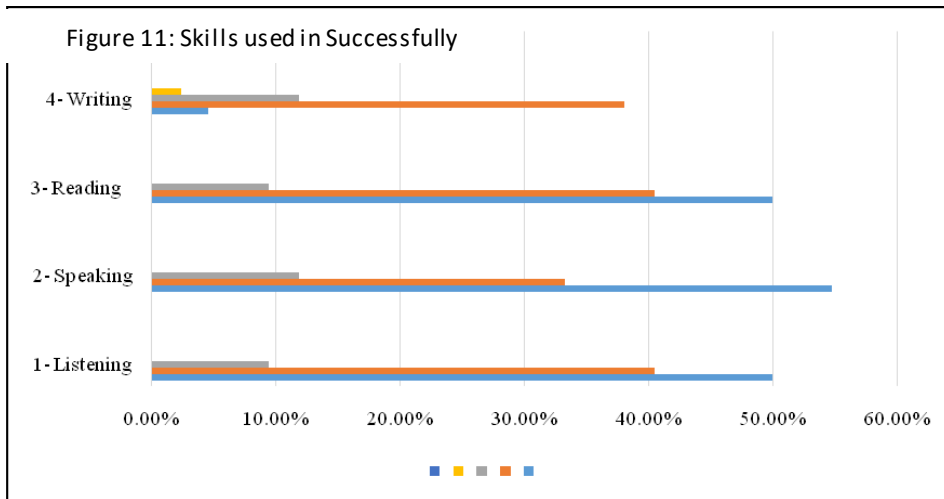
Table 11 shows that students' perceptions towards

Arabic language skills and their proficiency at the university level. It is identified that most of the students agreed on the important of listening and reading skills (90.5%) in realizing the success at the university. They also take into account as well as about the role of conversation skill (88.1%) and writing skill (85.7%) in rising up level of Arabic language.

Conclusion

Based on the result of this study, it recommended as a following:

As a ministry of Education must provide the opportunities to train the teachers before them starting work. And prepare t teachers training programs and workshops focused on in-service teachers in teaching skills, with relevant subjects.

As a lecturer and trainers teach them not only knowledge but skill as well and remind them the importance of knowledge and skill.

Aspect and Verbal Action in Albanian - Activity Verbs

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Abstract

In this article we introduce and analyze the morfo-syntactic behaviour of activity verbs in standard Albanian. The grouping of verbs by their lexical-semantic meaning deals with the study of the way of presentation of the action development. To the verbal action we refer when we are looking to analyze and classify the lexical meanings of different verbs, which are grouped or separated by the means of word formation. Even in the cases when for the expression of verbal action are used special syntactic constructions, these are, still, as a function of their respective lexical meaning. However, they don`t deal with the grammatical meanings but with the lexical meanings of these constructions. In the case of aspect there are grammatical oppositions, expressed with grammatical means, therefore with different forms of the same verb. The aspect in the Albanian language is realized, above all, by the change of tenses, as amongst the imperfective and the perfective (aorist), instead of the verbal action that, generally, it is not indicated by the means of conjugation. Finally, we will study the meanings related not from individual lexical meaning, but from the general lexical meaning. It is this feature that makes the verbal action in Albanian an objective category, different and distinguishable from the subjective category of aspect[1].

Keywords*: Aspect and Verbal Action in Albanian - Activity Verbs*

Verbs of continuative action

1.1. The verbs *eci* 'walk', *luaj* 'play', *dua* 'want', *këndoj* 'sing', *punoj* 'work', *bredh* 'divagate', *gjurmoj* 'track', *këshilloj* 'counsel', *flas* 'speak', *lexoj* 'read', *shkruaj* 'write', etc., which present the verbal action in ongoing are activity verbs. It is not given any indication with respect to the beginning and to the conclusion of the action, but only on its continuation. However, in these verbs, in fact, in addition to the time of beginning of the action we have also that of the conclusion, presented in the form of a possibility that the process will be completed, because there cannot be an indefinitely continuing of it. Furthermore, the aforementioned processes can be interrupted a few times by the subject within the same event or the same episode. In the examples:

[1] Ka javë që ajo është duke studiuar.

Are weeks that she is studying.

[2] Ai punon në këtë uzinë që prej një viti.

He works at this plant from one year

we do not want to suggest that the subject of the action in (1) has never rested, or distracted even for a second or that the person in (2) was never gone outside the walls of the plant, because it is known that all activities comply with basic standards of living as well as certain social relations. Similar moments are acceptable for activity verbs, and the continuation of the

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[1] Alimhilli Prendushi (2009), in her comprehensive monograph has treated the semantic-syntactical analyses of the verbal classes according to the verbal action of the Albanian language.

process does not necessarily involve a change in the subject`s state, not having as aim the attainment of a goal or a particular result.

1.2. The extension of the verbal action is expressed, in some cases, by the use of the present tense, imperfect (in two variants – indeterminate imperfective and determinate perfective) and just in a few cases with the simple past.

• It is used the present tense for:

Actions with general, timeless or continuous value. Such actions are expressed by activity verbs that nominate prolonged actions, processes that continue without interruption and, as such, include the time of speech:

[3] Kush *gënjen, gënjen* veten.

Who lies, lies himself/herself.

[4] Armiku të *shikon* ndër këmbë, miku të *vështron* ndër sy.

The enemy looks at your feet, the friend looks at your eyes.

[5] Hëna *rrotullohet* rreth Tokës.

The moon rotates around the Earth.

So, this form is used with this value firstly in proverbs, in axioms and in general truths.

Actions that began before the time of utterance, are also continuing at present time and will continue after (this kind of action is influenced by the semantics of the verb):

[6] *Kam* shumë kohë që *punoj.*

I have a lot of time that I work.

[7] *Kemi* shumë kohë që *po mendojmë* për këtë projekt.

We have a lot of time that we are thinking about this project

Constructions that indicate the progressive development of the action:

[8] Vajza sa vjen e *po bëhet* më kokëforte.

The girl is becoming more and more stubborn.

[9] Ti *po qesh*, por unë *po them* të vërtetën.

You're laughing, but I`m telling the truth.

[10] Ai *është duke shkruar* diçka për jetën studentore.

He is writing something for students life.

• It is used the imperfect for:

An action that is developing at a given moment in the past, with no indication about the beginning or the end:

[11] Plaku *gërhiste.*

The old man snored.

[12] Uji *ziente* dhe *nxirrte* avull.

The water boiled and steamed

Actions that continue throughout all the past period of time, or permanent characteristics of people or objects of which are given related actions:

[13] Djali *ëndërronte* si një fëmijë.

The boy dreamed as a child.

[14] Ajo *shquhej* nga të gjithë.

She distinguished from all the people.

[15] Lumi *gjarpëronte* në fushë.

The river meanders in the field

Constructions that indicate the progression of the action:

[16] *Po afrohej* dalëngadalë vjeshta.

Slowly the autumn was coming.

[17] Entuziazmi sa vinte *po shtohej*.

Enthusiasm was increasing more and more.

[18] Ditët *ishin duke shkuar*.

The days were running.

The action expressed in this form, sometimes gets a timeless value:

[19] Ujkun *po* e *qethnin* që t'i vinin mendtë.

They were shearing the wolf to recover his reason.

• It is used the simple past for:

Actions which, extending for a certain time, have become a characteristic of people or objects for that period:

[20] Ai *përjetoi* një histori të dhimshme.

He experienced a painful story.

Actions in progressive extension:

[21] Miqësia e tyre *u rrit* çdo ditë e më shumë.

Their friendship grew every day more and more.

2. Verbal groups of continuative action

During the analysis that we did to aspect, the examination of uses of the present tense, the imperfect and the simple past in some cases, there were evidenced cases that express verbal action extension for a certain time. In addition to these cases, the extension of the verbal action is expressed by:

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2.1. Repeating of the same verb[1]

• verb + verb (+ verb), here the verb can be repeated two or three times at the same tense and mood.

Constructions with repeated present tense and the imperfect in indicative mood, in general, express actions that last for a long period of time, while the actions expressed with repeated simple past usually express actions that have a finite extension:

[22] *Lexon… lexon* por më kot (present tense) 'Reads … reads but in vain' / *Ecte… ecte* rrugë pa rrugë (imperfect) 'Walked … walked streets without streets' / *Durova, durova* dhe pastaj fola (simple past) 'Waited, waited and then I spoke'.

The verb can also be on the imperative desemantised. We say desemantised, because through this form is not given any order but it is just prolonged the action. Depending on the context it can refer to any person:

[23] *Zbrit-zbrit* dhe arritën më në fund.

Step down - step down and finally they arrived.

• verb + conjunction *e (dhe)* 'and' + verb (+ verb), in this case there are repeated verbal forms at the same tense and in the same mood.

The verb can be in present tense, imperfect or simple past of indicative mood:

[24] Dhe unë *pres e pres*…(present tense) 'And I wait and wait …' / *Shikonte e shikonte* pa thënë asnjë fjalë (imperfect) 'Looked and looked without saying a word' / Profesori *foli e foli* gjithë pasion (simple past) 'Professor spoke and spoke passionately'.

In addition to the constructions with simple tenses[2], already mentioned, can also be used the constructions with repetition of the compound tenses, as for example: Ai *ka pritur e ka pritur* dhe pastaj ka ikur (perfect) 'He has waited and has waited and then he is gone'/ Ai *kishte sharë e kishte sharë*, pastaj i kishte rënë inati (plusperfect) 'He had insulted and had insulted, then his anger fell', or *Do të qajë e do të qajë* dhe do të pushojë (simple future) 'Will cry and will cry and will cease'.

Action extensions are expressed as well by constructions with the use of the imperative form, where we have different subjects:

[25] *Shko* natë e *shko* ditë, u bë vajza grua (second person singolar).

Pass night and pass day, the girl became a woman

To express this verbal action are also used groups of different verbs in imperative such as: *ec e truaj* 'walk and shout', *ec e shaj* 'walk and curse', *ec e mallko* 'walk and execrate'; *qaj e ik* 'cry and flees', *qaj e rend* 'cry and run', *qaj e klith* 'cry and yowl', *shaj e mallko* 'insults and execrate', etc.

Repeated conjunctive is mainly used with intensity and extension value:

[26] Jam e detyruar *të pres e të pres* (present tense) 'I`m obligated to wait and to wait' / Ishte mësuar *të punonte e të punonte …* (imperfect) 'Was accustomed to work and to work …'.

The mode of extending the action is very often intertwined with the intensive mode of action. In such constructions, depending on the discourse circumstances, can be express simultaneously the two modes, further emphasizing one of them.

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[1] For more see, Alimhilli Prendushi (2001: 372-378), (2009: 58-64, 159-167); Dhrimo (1996: 157-170).
[2] Lafe (1966: 123-124).

• In the structure - verb + conjunction *sa* 'as' + verb - participate just verbs repeated at different tenses of indicative and conjunctive:

Indicative

[27] Ai *lexon sa lexon* dhe e mbyll… (present tense) 'He reads as reads and close …' / Fëmijët *bënin sa bënin* dhe na vështronin në sy (imperfect) 'Children did as did and look us in the eyes' / *Mallkoi sa mallkoi* e pastaj u lodh (simple past) 'Cursed as cursed and then get tired' / *Ka qarë sa ka qarë* dhe e paska zënë gjumi (perfective) 'Cried as cried and fall asleep' / *Do të ketë pritur sa do të ketë pritur* dhe ka ikur (future perfect) 'He will have waited as will have waited and he is gone'.

As can be seen from the examples, regardless of the tense of the verb, this construction express the extension as well as the idea that the action was prolonged for a period of time and ends, but another action starts immediately after.

Repeating of the conjunctive in these constructions it is less frequent, mainly to show that in the present case it is not so important the duration of action than its evidence:

[28] Ai ka ardhur dhe *të punonte sa të punonte* (imperfect) 'He has come and he worked as worked'.

• Construction - verb + indefinite pronoun *ç`* 'that' + verb[1] - in the semantic plan is parallel to the conjunctive constructions with the repetition of the simple past (*foli e foli* 'talked and talked', *eci e eci* 'walked and walked', etc.)

The value of this construction lies in the non qualification of the object of the action, the object expressed by the indefinite pronoun *ç`* 'that'. This non qualification of the object, the inattention to the object, has caused that in this construction also the pronoun *ç`* is addressed towards its further desemanticizing, so, acquiring the value of a particle. In addition, in two groups of this construction, with verbs *bej* 'do' / *shoh* 'see', not only the indefinite pronoun *ç`* gradually is desemantised, but the whole group of words has been moved towards a phraseology value. That is, by this construction, it is expressed essentially the idea of the extension of the efforts to achieve something and not the denomination of the concrete measures implemented.

[29] *Bëri ç'bëri* ajo, është puna e saj 'She did that she did, it is her business' / *Tha ç'tha* , neve nuk na duhet 'She said that she said, it is not our business'.

In these constructions can be used only the simple past of the indicative. If, in fact, we use the present tense or the imperfect, the construction would end in highlighting the repetition of the consecutive action, and not to express the idea of the intensive extension of the specific action.

2.2. The verb *rri* 'stay' in the constructions - *rri* 'stay' + conjunction *e* (*dhe*) 'and' + verb that express an action which is prolonged - can be in the present tense or imperfect of indicative mood, (perfective) determinate or (imperfective) indeterminate. As well as its coordinated verb which express the prolonged action, it is at the same tense and mood with it:

[30] *Rri e mendoj* se si iken koha 'Stay and think how time escapes'; *Rri e pres* me durim (present tense determinate o indeterminate) 'Stay and wait patiently' / … *rrinte e lozte* me kukulla '…stayed and played with dolls'; Ato *rrinin e dëgjonin* me vëmendje 'They stayed and listened attentively' (imperfect determinate o indeterminate).

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[1] As Floqi notes (1968: 23), the value of this construction lies in the non qualification of the object of the action, object expressed by the indefinite pronoun *ç`* 'that'. This non qualification of the object, not giving importance to the kind of object, has made that in this construction the pronoun *ç`* goes to his further desemantizing, towards the value of a particle. Also, in two clusters of this construction, with the verb *bëj* 'do' and *shoh* 'see', not only the indefinite pronoun *ç`* it is been progressively desemanticized, but the entire phrase has gone towards the value of an idiom. So, through this essential construction it is expressed the idea of extending the effort to do something and not the nominating of the performed operations.

The verb *rri* 'stay' may also be in the imperative mood, but in these cases its meaning autonomy is greater than in constructions with its present tense:

[31] Ti rri dhe prit këtu!

Stay and wait here!

Cluster with the verb *rri* 'stay' in the imperative mood followed by the same verb in the conjunctive mode, in addition to the idea of extending the action, includes the idea of its intensive development, such as *Rri të rrimë* 'Stay to stay'.

2.3. In terms of meaning the construction - *rri* 'stay' + the verb that express the action that continues, in the gerund - is completely parallel to the above construction. There is only a structural difference: the verb that expresses the action that continues is in the gerund:

[32] Rri duke ndjekur lajmet tërë ditën (present tense) 'Stay following the news all day' / Rrinte duke mësuar me orë (imperfect) 'Stayed studying for hours'.

In cases with participle between the verb *rri* 'stay' and the meaningful verb expressing the prolonged action can also be inserted other members of the sentence, without prejudice the idea of the extension of the given action, as in: *Rrija* me të *duke biseduar* …'I stayed with her talking...'.

2.4. The idea of extending the action is given also by constructions with the verb *jam* 'be', followed by an abstract name, which indicates a process or a state, headed by the preposition *në* 'in' - jam 'be' + preposition *në* 'in' + an action name - for example: Studentët janë në studim 'Students are in the study'.

The verb *jam* 'be' can be found at different tenses from those of indicative, not infrequently after the abstract name is added the expression *e sipër* 'under'.

[33] Qyteti është në ndërtim e sipër (present tense) 'The city is under construction'/ Rruga ishte në ndërtim e sipër (imperfect) 'Street was under construction'.

2.5. In the constructions - *kam zakon* 'I used' + the verb that express the action that continue - the verb *kam* 'have' can occur at different tenses of the indicative mood, while the second verb, the one that express the action that continue, appears in the present tense and in the imperfect of conjunctive. The specified action can be prolonged or repeated, here it is emphasized the unlimited continuity:

[34] Ajo e ka zakon të flasë me zë të lartë 'She has used to talk loudly' / E kish zakon të lahej përditë 'He/she used to bathe daily'/ Ata e kanë pasë zakon të shkonin atje për festa 'They had used to go there for holidays'.

It is similar to above construction also the following, with the only distinction that, as the first term, we have the verb *bej* 'do', which is also used in the passive form:

[35] Atij iu *bë zakon të pyeste* për çdo gjë.

It became a custom to ask for everything

2.6. Constructions - perfect of indicative + conjunction *dhe* (*e*) 'and' + present tense of indicative – as conjunctive subordinative give the idea of an uninterrupted continuity of action, which started in the past, continues in the present and will continue in the future:

[36] Ai *ka jetuar dhe jeton* në këtë qytet.

He has lived and lives in this city.

With the same value is the construction – present tense (simple past o perfect) of indicative + conjunction *dhe* (*e*) 'and' + future of indicative:

[37] Ne *punojmë e do të punojm*ë përherë kështu 'We work and will work always so' / *Jetuam e do të jetojm*ë me ndershmëri 'We lived and will live honestly' / I *kam respektuar dhe do t'i respektoj* mësuesit e mi 'I have respected and will respect my teachers'.

Similar constructions to the above are those where there not is repeated the same verb:

 [38] *Ka qenë dhe mbetet* më i miri.

It has been and remains the best.

3. CONCLUSION

As conclusion in Albanian[1] there are no characteristic formations of words to express this verbal action, but rather special syntactic constructions:

• verb + verb (+ verb)

• verb + conjunction *e (dhe)* 'and' + verb (+ verb)

• verb + conjunction *sa* 'as' + verb

• verb + indefinite pronoun *ç*` 'that' + verb

• *rri* 'stay' + conjunction *e* (*dhe*) 'and' + verb that express an action which is prolonged

• *rri* 'stay' + the verb that express the action that continues, in the gerund

• *jam* 'be' + preposition *në* 'in' + an action name

• kam zakon 'I used' + the verb that express the action that continue

• perfect of indicative + conjunction *dhe* (*e*) 'and' + present tense of indicative

• present tense (simple past or perfect) of indicative + conjunction *dhe* (*e*) 'and' + future of indicative

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Competence - Based Learning in the Romanian Higher Education: Perceptions from the Inside

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Abstract

This study aims to address the problem of competencies offered by the Romanian universities, from the perspective of the players interested in them and present on the labor market: post-university graduates and employers, as competencies' beneficiaries. We started from the premise that postgraduate studies can make a difference in a changing labor market, and the Master specializations offered by the Romanian universities can provide the competencies required by the employers, particularly in the business world. Our exploratory research aimed mainly to clarify the following aspects: the perception of post-university graduates on the competencies acquired and the perceived level of these competencies; if there is a link between the postgraduate programme and the job currently held by the graduate; if graduates are satisfied /dissatisfied with their job and what is the main reason for satisfaction / dissatisfaction; if the competencies provided by the university coincide with the competencies required by the employer. The results of the research showed that there are categories of competencies perceived to be deficient, both by graduates and employers. However, the graduates declare that, broadly, they are satisfied with their jobs, the reasons not being linked, in most cases, with their level of competence.

Keywords: competencies, human capital, postgraduate studies, suitability

Introduction

The transformation of all European higher education systems during the recent years has been characterized by an increase in the number of students in undergraduate and graduate courses, the introduction of policies and procedures for quality assurance in higher education and adapting the university curriculum to the requirements of the new economy and of the labor market.

These transformations have led to the restructuring of the higher education model. One of the most important trends was the shift from the traditional model based on transmitting information to a model which supports the development of competencies and a more active involvement of the student. The introduction of a competency-based approach in defining the outcomes of education is probably the most important feature of the university reform, and is closely linked to the need of increasing the students' employability. An individual is considered employable if he/she proves to have enough professional skills/competencies required by the labor market or by the changes which occur at the job, where these competencies are capitalized (Villa, Garcia Aracil, Mora, 2007). The notion according to which enterprises need well trained graduates who also possess a set of basic competencies (e.g. teamwork, initiative, problem-solving) which allows them to adapt to change, has become increasingly important. Yet this process has neither been easy, nor has it been simple, due to the confusion arisen with regard to what needs to be taught, the manner in which knowledge should be transmitted and how it should be evaluated (Green, Hammer, Star, 2009).

This paper is structured in four sections: the first refers to the theoretical frame, in the broader context of the debate about the relationship between education and employability, which also allows foreshadowing the purposes of this study. The second section includes a description of the objectives pursued, the work methodology and some characteristics of the studied sample. The third section contains the results of the research and their interpretation. In the last section are presented an overview of the results, the implications, as well as the conclusions of the study.

A literature review

What particular competencies should be developed during undergraduate and graduate studies? This is a key issue which raises several questions: (1) how do we define "competencies"; (2) what are the basic competencies and what are the specific competencies for each field of study; (3) what are the real possibilities to teach certain competencies in university; (4) what is the relevance of the various types of learned competencies from the perspective of finding a job.

As regards the term "competency", it was defined as one's ability to pronounce oneself on something, based on a deep knowledge of the issue in question (DEX online). According to David McClelland (1973), competency refers to the sum of knowledge, skills and attitudes that contribute to a person's ability to effectively carry out (to standards previously agreed upon) his/her job tasks and responsibilities (in short, to be efficient). Competencies can be defined and developed.

In this paper, we define competencies as a set of knowledge, skills and expertise that individuals and organizations possess. These may be perceived as a set of learnt skills and abilities to perform specific activities based on a certain level of past experience. Hence, competencies are a product or a result of a process which individuals and organizations must undergo (a training programme or a series of tasks). Specialized literature, generally, identified different types of competencies, such as: management, science, technology, engineering and mathematics competencies (STEM) and social and communication competencies (Curtin et al, 2011; Smith et al, 2012).

Basic competencies are considered to be discrete entities which are measurable, transferrable and decontextualized from the fields of study (Mora, 2007). The discussion regarding competencies considered as the most important and the reason why they hold this status (basic competencies versus specific competencies) actually start from the dilemma of competence-based education which ensures the *flexibility and adaptability* of graduates throughout their lives – *basic compencies* - versus the education based on *specific competencies*, intrinsically linked to the field of study (Green, Hammer, Star, 2009; Heijke et al, 2003). More recently, the so-called *soft skills* were brought into discussion; these include: social intelligence and proactivity, the ability to search for and find information, to maneuver large databases. These soft skills are associated to the new jobs in the economy of knowledge and increased requirements of employers with regard to the performance of young employees.

The construction of competencies, on the other hand, is the formal or informal development process or the acquisition of specific competencies by individuals or organizations. Many specialists, in fact, agree with the idea that the innovative performance of an economy is largely dependent on the learning process of organizations and inviduals, as their constant ability to adapt and change in relation to the external environment changes, taking as a starting point precisely these skills. The motivation behind this focus on competencies and construction of competencies is based on accepting the fact that individuals and organizations must be able to adapt to the everchanging conditions. Therefore, in order to remain competitive, both individuals and organization must continually improve their competencies portfolio and constantly build/acquire new competencies.

If a company's competencies are embedded in its processes and are known, generally, as structural capital, in the case of individuals, acquiring competentices means acquiring information, knowledge, understanding and skills by participating in a type of formal (educational institution) or informal education (e.g. "seeing and doing"). The outcome of individual competency contruction is materialized in what we call today a (bigger) stock of human capital.

Certain authors draw the attention upon the fact that these competencies are hard to learn in the university environment, and that they can only be assimilated at the job. Heijke et al (2003) has proven that leadership and management competencies, such as creative problem solving, conflict negotiation and delegation of tasks are difficult to acquire outside a job.

According to the human capital theory (Becker, 1964), investment in education increases an individual's labor productivity and is rewarded by higher wages. Therefore, people entering the labor market should invest more in their education, as a long-term strategy. This theory is based on other studies regarding the positive correlation between the level of education and the wage level throughout the entire life. This suggests that, in situations where there is a shortage of workforce and a high level of competition, those who invest more in their own education, as a differentiation strategy, shall record higher revenues/earnings. In the current conditions of higher education massification, when an increasing number of people are considering university studies, the differentiation between the members of this group shall be determined by the access to postgraduate education (specialization courses, master programs, doctorate), assuming that there is a certain homogeneity among individuals with the same qualification in terms of knowledge and skills acquired, and having a postgraduate certification will be better rewarded on the market (Flores Lagunes, Light, 2009).

However, there are problems regarding the human capital theory, problems related to the difficulty in proving that the growth in productivity of the most qualified workers stands precisely in their education. Productivity is unknown to employers when these qualified applicants enter the labor market. In the current situation, when acccess to university education is (almost) unlimited, we do not know with certainty that the mere fact of spending more years in university makes one more productive (Dobbs, Sun, Roberts, 2008). It should also be taken into account the fact that people continue to study not only for economic reasons, but also to have access to more interesting jobs, to develop their skills and to acquire more knowledge and / or social recognition.

The emergence of credentialism theories (Arrow, 1973; Spence, 1973;Taubman and Wales, 1973; Stiglitz, 1975), as an alternative theory to the human capital theory, has given the higher education institutions a classification and selection function. It was assumed that the purpose of education was not to provide knowledge or skills designed to increase the productivity of individual (since this productivity is obtained after employement), but to certify individuals' skills, adaptability and learning abilities. Consequently, education was considered to be a *filter* to identify individuals with the best qualities in terms of their employability and to qualify them in the best conditions for preliminary and internal training courses. Starting from these premises, the hypothesis that postgraduate studies have an additional, intrinsic value, beyond the number of years spent in universities, is sustainted, thus creating the perception of an increased productivity (Dobbs et al, 2008).

Both theories – human capital theory and credentialism theory – predict a better position for those who have completed some form of postgraduate studies (specialized studies, master or doctorate), as a strategy (of investment in education) designed to provide an increased degree of employability. Moreover, the credentialism approach says that a master and a doctoral program represents a greater competitive advantage than other postgraduate programs or training courses that are not recognized through a university diploma.

Following this approach, one of the objectives of this study was to examine the function of postgraduate studies (master programs) to increase the employability and competitiveness of graduates of such programs, wheather the competencies acquired (as students of master programs) coincide with the competencies required at the work place.

In the next section are presented the research objectives, the methodology as well as the characteristics of the sample.

Research objectives

The objective of our research was to provide an answer to the following questions:

(1) What is the perception of MA graduates regarding the competencies acquired and the level of such competencies?

(2) Is there a link between the attended postgraduate program and the currently held position?

(3) What is the level of satisfaction of MA graduates in their current job?

(4) What are the main competencies required by the employer at the current job?

Methodology

Our research was carried out within a business faculty in Bucharest. Of all the master programs, we selected those that were regarded as "popular" both by the students and by the members of the teaching staff. More specifically, we approached those programs that had the highest enrollment rate during the two analyzed years – 2010-2011 and 2013-2014, namely a master degree in human resources (HR), a master degree in communication and public relations (PR) and a master degree in business management and administration (MBA). Our aim was to find out if there were any significant differences in terms of the competencies acquired by the students of the three classes which were analyzed, as well as the extent to which there exists a correlation between these competencies and the requirements of the labour market.

This being an exploratory research, we designed a questionnaire with 20 questions aimed especially at the students' perception as to the degree to which 5 categories of competencies are assimilated: management competencies (decision-making, problem solving, creativity, leadership, teamwork), communication competencies (written communication, verbal communication and online communication), general academic competencies (critical thinking, research abilities), instrumental competencies (computational abilities, foreign languages), theoretical and practical competencies (assimilating theoretical concepts and practical skills).

The approach of competencies analyzed in this study combine the traditional perspective of university education (questions related to the theoretical and practical knowledge specific to the classical academic education) with questions about competencies specific to the 20th century, such a teamwork, creativity, problem solving and leadership, among others. This combination allowed us to make an assessment of the changes (however small) that occurred during the two periods under review, as a result of social pressure and the adjustment of the Romania education to the European higher education.

In order to ensure comparability of data, we administered these questions to 100 graduates of master programmes from each domain. We would like to mention the fact that the gender proportion was approximately the same in both intervals, namely 60% female and 40% male. The condition necessary for graduates to participate in the research was that they be graduates of the courses of at least one of the master programmes envisaged, and be employed.

Results

The graduate's perception as to the level of competencies obtained during postgraduate courses

In this section we approached two aspects: firstly, we identified which of the analyzed competencies records a deficit in the sense of the existence of a need which is not covered by such competencies; or the existence of a surplus of competencies in relation to what graduates are required at the job. Secondly, we sought to highlight the existence of change as to the manner in which students perceive these deficits/surpluses of competencies during the two analyzed periods. Thus, we proceeded with the differentiated analysis of the students' perceptions in each individual domain (HR, PR and MBA) and for each period (2010-2011 and 2013-2014). The results are presented in tables 1, 2 and 3.

Table no. 1. The perception of master students in HR on the deficit/surplus of competencies (MU=%)

HR Competencies	Deficit 2014	Surplus 2014	No disparity	Deficit 2010	Surplus 2010	No disparity
Decision-making	39	34	27	45	42	13
Problem solving	67	22	11	54	37	9
Leadership	48	35	17	42	40	18
Creativity	72	12	16	65	13	22
Teamwork	38	32	30	35	29	36
Written communication	27	45	28	33	41	26
Oral communication	32	42	26	39	38	23
Online cooperation	52	33	15	59	30	11
Critical thinking	50	29	21	42	32	26
Research abilities	62	25	13	55	28	17
Computer abilities	47	26	27	42	30	28
Foreign languages	34	32	34	33	35	32
Theoretical concepts	23	65	12	31	54	15
Practical abilities	64	28	8	56	32	12

Source: the authors' calculations

It results that students perceive a deficit of competencies in the following domains: creativity (72%), problem solving (67%), practical (64%) and research abilities (62%) and online cooperation (52%).

In 2010, competencies which recorded the highest deficit perceived by students were: creativity (65%), problem solving (54%), online cooperation (59%), practical (56%) and research abilities (55%).

We can notice that, generally speaking, the deficit of competencies of the two generations of graduates is maintained, the same categories of competencies being envisaged. One can also notice that the above-mentioned deficit of competencies records a slightly growing trend in the class of 2014 as compared to the class of 2010.

The competencies that the HR graduates consider to be on the surplus are: the assimilation of theoretical concepts (65%), written communication (45%) and oral communication (42%) in 2014. It is worth mentioning the fact that there exists a surplus of the above-mentioned competencies in 2010, as well, namely 54%, 41% and 38% respectively, the tendency being a growth of the perceived surplus in 2014.

In table no. 2 are presented the perceptions of the Communication and Public Relations (PR) Master graduates regarding the degree of competency assimilation.

Table no. 2. The perception of master students in PR on the deficit/surplus of competencies (MU=%)

PR Competencies	Deficit 2014	Surplus 2014	No disparity	Deficit 2010	Surplus 2010	No disparity
Decision-making	35	36	29	32	33	35
Problem solving	51	24	25	49	22	29
Leadership	38	31	31	37	30	33
Creativity	53	26	21	48	27	25
Teamwork	31	33	36	30	35	35
Written communication	22	58	20	23	55	22
Oral communication	25	55	20	28	53	19
Online cooperation	31	35	34	29	36	35
Critical thinking	58	22	20	55	24	21
Research abilities	33	34	33	28	35	37
Computer abilities	50	23	27	48	21	31
Foreign languages	39	42	19	36	40	24
Theoretical concepts	15	59	26	14	57	29
Practical abilities	70	15	15	69	14	17

Source: the authors' calculations

Graduates of the PR program perceive themselves as having a deficit in the following categories: critical thinking (58%), creativity (53%), problem solving (51%) and computer abilities (50%). These competencies are on the deficit both in 2014 and in 2010, the values of the perceived deficits recording a slightly growing trend. Unlike the graduates of HR, graduates of PR perceive the lack of practical abilities the strongest, approximately 70% of these considering that, generally speaking, they do not have practical abilities.

As regards the surplus of competencies, it is recorded in the following domains: assimilation of theoretical concepts (59%), written communication competencies (58%) and oral communication competencies (55%). It is worth mentioning the fact that these competencies were considered to be on the surplus in 2010, as well (namely 57%, 55% and 53% respectively). One can also notice the fact that all other categories of competencies there is a relative balance between the number of individuals considering that those competencies are in the deficit and those who consider them to be on the surplus. Moreover, there are no significant differences between the two generations of students who took part in the survey.

In table no. 3 are presented the perceptions of the Business Administration Master graduates (MBA) regarding the abilities acquired.

Table no. 3. The perception of master students in MBA on the deficit/surplus of competencies (MU=%)

MBA Competencies	Deficit 2014	Surplus 2014	No disparity	Deficit 2010	Surplus 2010	No disparity
Decision-making	49	24	27	48	25	27
Problem solving	55	26	19	53	24	23
Leadership	52	23	25	41	21	20
Creativity	57	20	23	45	28	27
Teamwork	20	56	22	23	52	25
Written communication	33	32	35	34	36	31
Oral communication	30	28	42	28	32	40
Online cooperation	23	51	26	26	47	21
Critical thinking	45	27	28	43	28	29
Research abilities	48	19	33	47	16	37
Computer abilities	46	24	30	49	20	31
Foreign languages	23	25	52	26	20	54
Theoretical concepts	22	50	28	28	42	30
Practical abilities	65	21	14	63	20	13

Source: the authors' calculations

Graduates of the MBA programme signal a deficit in the following competencies: creativity (57%), problem solving (55%), leadership (52%), closely followed by decision-making (49%), research abilities (48%), computer abilities (46%) and critical thinking (45%). The same competencies are in the deficit in 2010, with the noteworthy exception of two of them, i.e. creativity and leadership, which recorded a visibly growing trend in 2014 (55% as opposed to 45%, and 52% as opposed to 41% respectively). All the other above-mentioned competencies do not record significant evolution in 2014 as compared to 2010. It is also worth mentioning the fact that there is quite a big number of respondents who consider that there is no disparity in terms of the research and the computational competencies (approximately 30% both in 2014 and in 2010).

Equally interesting was the perception of MBA graduates regarding the "surplus" competencies. In this category they placed teamwork (56%), online cooperation (51%) and assimilation of theoretical concepts (50%). These same areas have been indentified as surplus in 2010 (52%, 47%, 42%, respectively). The other compencies, namely written communication, oral communication and foreign languages have an approximately equal distribution among respondents who consider them a deficit, a surplus or in the category "no disparity". As in the case of PR graduates, the MBA graduates consider they lack most the practical abilities (65% in 2014 and 63% in 2010).

Analyzing the data referring to the graduates' perception as to the competencies assimilated during their master studies highlights the fact that, in general, competencies which are perceived as being in the deficit by all graduates of the master degree programs approached are: creativity, problem solving and practical abilities. Graduates of two out of three programs also mention a deficit in terms of research abilities (HR and MBA), computational abilities and critical thinking (PR and MBA), and only one program mentions a deficit of competencies in leadership and decision-making (MBA).

As regards the surplus of competencies, all graduates of these programmes consider that assimilation of theoretical concepts is redundant. Graduates of two out of the three programs mentioned a surplus of competencies in written communication and oral communication (HR and PR), and the graduates of one program perceived teamwork and online cooperation as being in excess (MBA).

The relation between the level of postgraduate education and the labor market

One of the most important indicators of performance of higher education institutions is the *degree of adequacy of the qualification obtained* by the graduates and the *characteristics of the job* they hold.

To address the correlation between the level of education and the labor market we started by addressing two questions related to the current job (or, in some cases, the job graduates had after graduation). First, graduates were asked: "What were the requirements for obtaining the job you currently have/you had after graduation?" The following answers were considered: "They required higher education in the field", "They required only higher education", and "They did not require higher education". Then a second question, linked to the first, was asked, which offered two possible answers: if the job

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implies a certain specialization (master degree), graduates were asked if the degree program they had graduated from was a requirement for holding that position; and in case no specific specialization was required, if it was necessary to be a master degree graduate. In the table bellow we highlighted the results obtained resulting the combination of the following variants: (1) a specific master program/a set of competencies and requirements for the job linked to the specific mater program/the set of specific competencies; (2) a specific master program/a set of competencies not linked to the requirements of the job; (3) a non-specific master program to be correlated to specific competencies/job requirements; (4) a non-specific master program with competencies that are not job-specific (not correlated with the requirements of the job). We mention that the questions were addressed to all graduates, therefore the results relate to both generations analyzed. The results are presented in table no. 4:

Table no. 4. Relation between specialization (graduated master program) and the competencies required for the job

Specific master program and specific competencies	Specific master program and non-specific competencies	Master program and specific competencies	Master program and non-specific competencies
32%	30%	26%	12%

Source: the authors' calculations

In general, the figures show that the graduated master program is correlated to the competencies required for the position held, in 32% of the cases the requirement being for job specific competencies, and in other 30% - non-specific competencies.

The question "Do you think the master program you graduated from is relevant for the position you currently hold?" was answered in the affirmative by most graduates (85% in 2014 and 78% in 2010).

It should be noted that the occupational status of the MA graduate reflects not only the impact of university education, but also the interaction between this and the macroeconomic conditions – what organizations capitalize and search in a certain period of time – as well as the graduate's characteristics and qualities such as: work experience, effort invested in finding a job, etc. (Velasco, 2007). Therefore, we consider that the answers to the question above should be interpreted with caution, given that at the time of the study we did not have all the necessary information to formulate an opinion on the relevance of university and MA education for an extremely large variety of positions.

Graduates were then asked to evaluate on a scale from 1 (very low) to 5 (very high) their level of *satisfaction* with regard to job they currently hold. The degree of satisfaction was considered taking into account four elements: the content of the activity they perform, the promotion perspectives, the salary level, the use of knowledge assimilated during studies. The results are presented in table no. 5:

Table no. 5. The MA graduates' perceived level of satisfaction

	Very low	Low	Neutral	High	Very high
Content of activity	15	12	24	28	21
Promotion perspectives	11	20	13	24	22
Salary level	34	38	21	5	2
Use of assimilated knowledge	26	22	16	31	5
General satisfaction level	20	23	18	22	17

Sourse: the authors' calculations

Analyzing the data, one can conclude that graduates of postgraduate study programs are satisfied with the content of the activity performed (49%), they have promotion perspectives in their career (46%), they consider useful (31%), but not very useful (5%) the knowledge accumulated during studies (36%), but are dissatisfied with the salary level (72%). Yet, the general satisfaction level is high (22%) and very high (17%).

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Specialized studies regarding the satisfaction level show that, in general, graduates are moderately satisfied with their professional status (Mora, Carbonell, 2009). Moreoever, as with salary incomes, the chosen specialization seems to be a determinant of satisfaction, along with the adequacy of education content compared to the job's structure and tasks (Mora, Carbonell, 2009). On the other hand, the disparity between the competencies provided by the university and the level of competencies required at the workplace does not seem to be a problem; on the contrary, it seems to have rather a positive impact on the level of satisfaction for the Romanian graduates. The idea of complex tasks at work involves a greater degree of satisfaction, perhaps because of the perception of a higher occupational status, and the motivation associated with jobs that require greater effort. This is connected to the professional and personal promotion associated to/offered by these workplaces (McGuiness, 2003).

The relation between the complexity of the job held and the associated competencies from the employer's perspective

Until now, the labor market needs have been evaluated using two complementary methodologies: (a) the first focused on the question directly addressed to the employer about the competencies that graduates should possess to obtain a qualified job; (b) the second focused on the way graduates perceive the usefulness of the competencies acquired, what should be their level and how relevant are these to obtain the target job.

With regard to the competencies required at the workplace, it is difficult to analyze the results obtained by different researchers because of the disparity between the conceptual and methodological criteria used and the social and economic context in which the research took place. There were examined different periods of time and, therefore, different needs and values required on the labor market. As observed by Davies et al (2013), having IT abilities in the '90s was a competitive advantage, whereas today other competencies such as social intelligence, creativity, empathy, transdisciplinarity, intercultural competency, etc. are valued.

In this study, we referred to five categories of competencies and we asked the employers to rank them according to their relevance for the job held by the MA graduate. The ratings given by the employers were the following: management competencies (35%), general academic competencies (22%), communication competencies (16%), theoretical and practical competencies (15%) and instrumental competencies (12%).

As regards management competences, one has to emphasize the fact that, from the perspective of the job they currently have, graduates experience a deficit in *management competencies*, in particular in the problem solving and creativity aspects. The deficit is perceived as less emphasized in regard to decision-making and leadership competencies. In this category, only the one related to teamwork is perceived as redundant, yet it is true that only to a small extent

As regards general academic competencies we can also speak about a deficit. Both critical thinking and research abilities are not mastered properly by the graduates of masters programs (2 out of 3 master programs), considering that these are required by employers and prioritized, according to importance, on the second place, after management competences.

The only category of competencies perceived by graduates as being delivered excessively in relation to the job held is the *communication competency* category. These are important for employers as well, 16% of them giving roughly equal degrees of importance to oral communication, written communication and online communication.

The *theoretical and practical competences* (15%) are ranked, by importance, very close to the communication competencies. According to the analyzed data, the majority of the employers request graduates to both know/be in control of some theoretical concepts and practical abilities necessary for the carrying out of some operations. From the graduates' perspective, the fact that they feel an excess of theoretical knowledge, on the one hand, and an accentuated deficit in practical abilities, on the other hand, is remarkable. This perception is common to graduates of all three master programmes, from both generations.

In the category of *instrumental competences*, knowledge of foreign languages is recognized as fairly important amongst employers. Alternatively, this competency is not perceived as essential by the graduates. As regards to computational abilities, the graduates of two out of three programs say that they feel a lack of such competencies, fact that could create problems for the employers that need employees able to operate large quantities of information and sophisticated databases.

Conclusions and implications

The phenomenon of transforming the university education into mass education in the past years has led to a higher pressure on the qualified workforce and to a more severe competition for the graduates that enter the labor market. This situation determines higher education graduates (3 years) to continue their studies (through MA programs that add value to their professional training) in order to make a difference from their colleagues who do not do this.

Starting from these considerations, the aim of this study was to determine how the master program graduates relate to the delivered competencies, namely to analyze if there are differences that can be seen either as a deficit or as a surplus of the competencies offered through the graduated master programs. We also analyzed if there is a connection between the competencies delivered by the university and the ones required by the employers. In particular, we were interested in the degree of satisfaction perceived by graduates on the job currently held. Also, we wanted to see what are the competencies required by the employers, in general, in order to obtain a job that involves a master degree, and to what extent there is a discrepancy between the competencies provided by the university and those required by the employers. Several authors suggested that the discrepancy between the competencies obtained through university education and the ones required on the labor market is solved on the job through "on the job training" (Heiijke et al, 2003). The hypotheses that all these authors start from is that generic competencies which are taught in university do not have a direct influence on the results obtained on the labor market.

In the specific case of our research, the master program graduates noticed a lack of management competencies (problem solving, creativity, decision-making, leadership), i.e. exactly those skills that are required to the highest degree by employers. Also, according to the graduates' perceptions, there is also an important deficit in critical thinking competence and research abilities, competencies that are prioritized by employers as second, according to importance.

Paradoxically, the employed masters programs graduates declare that they are satisfied and very satisfied with the job they have, despite the fact that they do not consider useful (31%) and not very useful (5%) the knowledge/competencies assimilated and delivered to them by the master programs. The degree of satisfaction remains high even if the salary level is not as expected (72%).

Briefly, the conclusions are the following: (1) competence-based education seems to have an impact on the labour market, although some of the competencies delivered are perceived as a deficit by their beneficiaries. In particular, we mean the management competencies (problem solving, creativity, decision-making, leadership) and the general academic competencies (critical thinking and research abilities); (2) the declared degree of satisfaction of these MA graduates does not seem to have a direct connection with the utility felt by them related to the competencies acquired and the level of such competencies. The satisfaction level is rather generated by the work content (job structure and tasks) and the prospects for professional development, promotion and career development; (3) there is a deficit of competencies also perceived/felt by the employers. We find interesting the fact that competencies such as creativity and problem-solving, for example, are on top of the competencies evaluated and required by employers to fill various positions.

We believe that in the future the focus should be on the fact that the main advantage a graduate brings on the labour market is his/her competence portfolio (a result of learning) in the guise of a specialization that defines his/her professional identity and the ability to carry out the taken assignments. And it is exactly this value of the competency portfolio that does not meet both the graduates' and employers' level of expectation. Competence assimilation (some of them difficult to assimilate in the university environment) represents only part of university education. From now on, we believe that the professionals in education should analyze not only the specific competencies of one specialization, but also the ones that are selected, promoted and searched for on the labor market for every profession. One should also check to what extent the selection and incorporation of new competencies in a certain field of study can lead to obtaining better jobs in terms of material and professional satisfaction. From this perspective, we consider that universities can and must make wise decisions regarding the selection and teaching of specific competencies for every field of study and specialization (this being an essential condition for the integration of the new graduates on the labor market).

On the other hand, businesses must be aware of the environment changes and adapt their strategies so as to include the need of future skills and competencies for jobs with greater complexity. HR professionals should reconsider traditional methods for identifying critical skills, as well as selection and talent development ones, since organizations need talent and

new skills to reach their goals. A strategy regarding workforce in service of business sustainability should be one of the most important outcomes of HR professionals; but this strategy involves cooperation with universities in order to meet the longlife learning needs and learning/assimilation of new competencies and skills.

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Communication Strategies Used by Middle Estern Postgrduate Students at Service Encounters in Univsersty Malaya

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Abstract

Communication strategies are important in helping L2 learners to communicate successfully when they are faced with a problem in speech production. This study looked at one of the components in Communication Competence, i.e strategy competence or the use of Communication Strategies (CS) in oral interactions among Middle Eastern students and counter staff in institute of postgraduate studies (IPS) at University of Malay. Data collected from video-tape and interviews were analyzed quantitatively and qualitatively. It was found that the most frequently used communication strategy was the use of "modification devices". The other strategies used frequency were "interaction strategies", "compensatory strategies" "avoidance strategies" and "L2-based strategies". The results showed that students used different communication strategies to overcome their communication difficulties. The main aim of using the communication strategies is to avoid communication breakdown. Consequently, Second language learners should be encouraged to use communication strategies to develop their oral skills and help them more effective in oral communication with their limited English language proficiency. The implications and suggestions from this study towards development the teaching and learning of ESL were also presented.

Keywords: Communication Strategies Used by Middle Estern Postgrduate Students at Service Encounters in Univsersty Malaya

Introduction

Communication strategies are strategies that learners employ when their communicative competence in the language being learned (L2) is insufficient. This includes understanding in theL2 and having others help them understand L2. Learners use communication strategies to offset any inadequacies they may have in the grammar of the language and, also in vocabulary. Communication strategies aid learners in participating in and maintaining conversations and improving the quality of communication. This, in turn, enables them to improve their exposure to and opportunities to use the L2, leading to more opportunities to test their assumptions about the L2 and to receive feedback. Research in communication strategies began in the early 1970s. In the early 1980s, the real study of communication strategies has become the concern of many researchers. Canale and Swain (1983) as cited in Dornyei and Scott (1997) included communication strategies in their model of communication competence as part of strategies competency, which is the learner's ability to use communication strategies and cope with various communication problems they may encounter.

International students in University of Malaya face several problems when trying to communicate in English. In the process of communication, these students have often found themselves in a position, whereby they have to improvise in order to get their messages across and overcome any momentary inadequacies. Usually the obstacle in communication is the lack of vocabulary items, which either has not been learnt, or cannot be recalled at that point in time.

Another problem faced by International students is the inadequate knowledge or competence in the grammar of the English language. Problems arise among international students who have to communicate in English. This research describes the communicative strategies used by international postgraduate students at the University of Malaya when communicating with the front desk officers of the Institute of Postgraduate Studies (IPS).

The objective of this study is to study the problems faced by international students of Middle Eastern origin when communicating in English. The study will describe strategies used by international students from Saudi Arabia, Syria, Oman, Iran, Iraq, and Yemen when communicating with officers of the Institute of Postgraduate Studies (IPS) in the University of Malaya. The language is strategic when it is used for a purpose. In this study, I consider CSs to be used by Middle Eastern non-native English speakers to overcome communicative lexical problems. In this case, the analysis has been restricted to lexical problems which may be occasioned by the lack of knowledge of L2 terms the speaker wishes to communicate, by retrieving problems or by insecurity as to lexical item selected to express a meaning.

Research questions

In order to fulfill the objectives of the study as stated above, the study aims to answer the following research questions:

RQ 1: What are the strategies used by postgraduate Middle Eastern students in the University of Malaya to overcome communication problems with staff (in service encounters in the Institute of Postgraduate Studies)?

RQ 2: Which are the types of communicative strategies most frequently used by them?

Research Methodology

The participants were enrolled with the Institute of Postgraduate Studies division of the University of Malaya. The participants (student) were from 6 different Middle-East countries, namely: Iran, Iraq, Saudi Arabia, Oman, Syria and Yemen. Out of 90 participants, 28(31%) participants were from Iran, 24(27%) participants were from Iraq, 15(17%) from were Saudi Arabia and 8 (9%) were from Oman, 8 (9%) were from Syria and 7(7%) from Yemen. students being chosen randomly to participate in this research. These participants were doing their Master's degree or Doctoral degrees at the University of Malaya. All of them had to take an English placement Test set by the university. Permission was granted by both the counter staff and students to conduct video-recording at the service counters at IPS.

A SONY Video camera has been used in this study because of its high quality and ability to record clear and good quality images and sound. Mini Video tapes were used to record the conversations. A Personal Computer with Power DVD program was also used. This made it easy for the writer to view the data that has been collected. Data for this study was collected in two different ways. In order to obtain information about the language learners and their background, interviews were conducted with the participants to gather information pertaining to their nationalities, the Universities where they did their first degree, the medium of instruction in their previous university/institute/college, their first language, the number of years they had been learning English and their own evaluation about their English proficiency. In order to get a clear picture of verbal as well as nonverbal communication strategies, the conversations between postgraduate students and counter staff at the IPS were video recorded.

A qualitative analysis was carried out Simple frequency counts were made according to the types of communication strategies used. The finding was presented using tables. The frequency counts were converted into percentages for ranking. In addition relevant extracts from the transcriptions were used to help explain the findings. The data were analysed as soon as they were collected. This was done in order to avoid lapse of time, which might affect remembering details from the interview conducted. The analysis is descriptive in nature.

The tabulation of the data in figures and percentage was done in order to count the number of times the participants used a particular strategy. The tabulation is presented. Table also represents the percentage of the frequency distribution of communication strategies employed by the participants. Throughout the study, the types of strategies used by the participants to solve their communication problems were also observed. This study was concerned only with communication strategies used when participants lacked lexical items. It can be described as:

"The common factor to all communication strategies is that the inter language learner has to deal with not knowing a word in the target language. It is vocabulary lack that is crucial. The strategies exit the plug gaps in the learners" vocabulary by allowing them to refer to a things orwhich they don't know the target language."(Cook, 1991:69)

Data analysis and finding

The study examined the interactions between International postgraduate Middle-Eastern students with IPS counter staff in the University of Malaya. The study was based on data that video recoded natural conversation which took place while the participants were acquiring information. The use of triangulation method of data collection supported the finding that emerged from the study. The data were collected through the use of video recordings, an informal interview, and transcriptions. The study shows that language learners were able to maintain the flow of their conversation by using different types of communication strategies.

The study answered the following research questions:

How do postgraduate Middle Eastern students at University Malaya overcome communication problems with staff at service encounters in the Institute of Postgraduate Studies (IPS)?

Generally, the researcher found that the language learners employed different types of communications strategies to avoid conversation breakdown. The strategies used by the participants were determined by the knowledge of the language they possessed. The learners fell back on strategies as a result of the imbalance between communicative needs and their actual ability to use the target language.

It also appears that in solving their communication problems, the learners drew on other knowledge sources such as, non-verbal communication strategies to compensate for their deficiencies in the target language. The use of non-verbal communication strategies enable learners to convey messages which their linguistic resources do not permit them to express successfully.

The study shows that although the learners faced communication problems, this did not prevent them from attempting to solve these problems. The learners were able to use different communicative strategies to improve their chances of being understood.

What are the types of communicative strategies used by postgraduate Middle Eastern students at University Malaya in oral communication with staff at service encounters at the

Institute of Postgraduate Studies (IPS)?

In order to answer this question, qualitative analyses were carried out. The data used in the analysis were taken from the recordings of strategies used by 90 Middle Eastern post graduate students at service counters in IPS.

The Overall Frequency Distribution of Communication Strategies employed by Participants shows as following table:

Communication Strategies	Frequency	Percentage (%)	Ranking
Modification Devices	236	49	1
Interactional Strategies	87	18	2
Compensatory Strategies	85	17.5	3
Avoidance Strategies	59	12	4
L2-based strategies	17	3.5	5
Total	483	100	5

The Overall Frequency Distribution of Communication Strategies employed by Participants

Based on the transcriptions, the researcher identified the frequency use of communication strategies used by the participants. Modification strategies were most frequently used by participants, followed by interactional strategies, compensatory strategies, and avoidance strategies and non-verbal communication strategies.

Clennel (1994) study indicates that compensatory strategies are the most commonly used by the L2 learners, while Kebir (1994), Chen (1990) and Whilliam et al.(1997) report that interactional strategies are the most popular among L2 learners.

The finding on the use of compensatory strategies among the participants revealed that when communication problems occurred, the students preferred to get their ideas across by themselves rather than ask for some help from their interlocutors or abandon the conversation. They usually tried to fill the conversation gaps by making an effort to convey the intended message meaningfully, so they took risks to explain, create or guess the problematic word(s).

The finding supports Wenden's (1991:41) statement that "the good language learner is willing to take risks". These students are willing to take risks in order to communicate, using any meaning at their disposal to convey meaning. This often involves the use of circumlocution, paraphrases, gestures, and may sometimes involve the creation of new words by analogy with familiar forms.

In order to avoid interruption in the conversation and to achieve mutual understanding, interactional strategies were used by the participants to ensure that their interlocutors understood the intended messages completely. In conversations, communication problems might occur but the use of interactional strategies help the speakers expand their conversation through smooth turn-takings.

After compensatory strategies, avoidance strategies were the next most frequently used. When the participants could not transmit their intended message, they avoid those problematic messages. In order to avoid making mistakes and increase fluency in conversation, the participants occasionally used avoidance strategies, namely message avoidance. Topic avoidance was not found in this study.

Faerch &Kasper (1983) as cited in David (1999) explain the reason for using avoidance strategies:

In order to avoid producing non-fluent or incorrect utterances by using sufficiently automised or hypothetical rules/items, learners may decide to communicate by means of a reduced system focusing on stable rules and items which have become reasonably well-automised.

David (2003) proposes that elimination of certain formal elements of the target language do not always interfere with the transmission of meaning if the learners use them appropriately. In fact, the learners benefit from the use of avoidance strategies because they do not need to stop the conversation immediately, but try to remove the problematic word(s) or sentence(s) with a new one.

Non-verbal strategies were also used in the study to compensate the participants" lexical gap of the TL. Most of the use of these strategies aimed to replace their messages to make them clearer and more understandable

Recommendation

The findings have implications in the field of second language teaching. These include teaching of CSs, syllabus design and material design

1). Teaching CSs

There are many studies show that strategies of communication in the teaching learning context can help learners improve their skills in real life language use. Savigon (1990), Taron (1984), Tarone and Yule (1989) believed that it is possible and desirable as strategic competence is part of the learner's communication competence. It involves the transferring of L1 skills, bridging the gap between classroom and real life communication and contributing to the students' sense of security, self-confidence and motivation to communicate. The teaching of CSs may also involve raising learners' awareness about the nature and communicative potential of CSs and encourage students to be willing to take risks and use CSs (Dornyei 1995, p.80). This study showed that the participants are able to employ some of the CSs. Unfortunately, they are not able to use all the types of CSs and thus they are unable to use them effectively and spontaneously. Hence, if EFL teachers can make learners more aware of the range of communication strategies, learners can utilize a wild range of CSs creatively and effectively.

2). Curriculum and Course Design

In situations where language curriculum and course contents are to be designed for the non-native speaking background learners, strategies of communication can be taught for effective use in real life. This will improve learners' confidence in selecting and implementing appropriate strategies in communication (Dornyei and Thurrell, 1994); Dornyei, 1995; Corder, 1983; Bialystok, 1981). Since strategic competence is one of the important components of communicative competence, it should be included in the goals of teaching English language course.

David (1999) argued the possibility of consciousness-raising of communication strategies as a tool to improve language proficiency of L2 leaners. Therefore, a course should be designed to create situations which will promote the development of learners" strategic competence, and the ability to use communication strategies to deal with different communication problems they might encounter.

3).Material design and teaching

Williams (2006) suggested that teachers should make students aware of communication strategies and teach students to use communication strategies in the classroom. Teaching material should be chosen and developed to provide learners opportunities to identify potential communication breakdown and ways to overcome them. Teachers can devise exercises and activities whenever possible for learners to practise and use the CSs. The use of video recordings will be useful in helping learners become more aware of their communication performance. Playback will allow learners an avenue for analyzing, discussing and getting feedback regarding their oral communication. Playback is also important for learners to understand the non-verbal signals such as gestures, eye contact, and body movement also play a role in oral communication.

Conclusion

Communication strategies play an important role in oral communication. It is also an important aspect for English language learners to learn towards achieving successful communication and competence. It encourages language learners to find ways of avoiding communication breakdown with their interlocutors to achieve their communication goals.

This study shows that ESL learners are able to overcome their communication problems by using communication strategies during their interaction with the counter staff. There are limitations in this study. However, the information and knowledge can contribute to the EFL learners particularly UM international students on how to communicate even when they lack lexical items.

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Nominal Group Technique: a Brainstorming Tool for Identifying Learning Activities Using Musical Instruments to Enhance Creativity and Imagination of Young Children.

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Abstract

The purpose of this study is to identify consensus by experts on appropriate activities to enhance the development of preschool children's imagination through the use of musical instruments. In order to obtain an in-depth understanding of teachers' conceptions on imagination in creativity development and their beliefs about the best way to promote imagination in the classroom, the nominal group technique (NGT) was used to structure each focus group meeting. Finding shows a list of activities that have been sorted according to ranking as determined by the experts. All the experts also believe that the list of activities can boost the child's imagination because such activities have the characteristics that suit well with children.

Keywords: Nominal Group Technique, creativity, imagination, musical instrument, pre-school curriculum

1. Introduction

Creativity building among children concerns on two elements that need to be addressed, namely imagination and expression (Vygotsky, 1967; Kim, Kaufman & Sriraman, 2013). According to Susan (2010), imagination of a child at an early stage is at a very high level. The child must be given ample opportunity and enough space for their imagination to take place in order for them to think creatively. According to Egan (1999), his study emphasized that imagination is a need to ensure that we think and be creative constantly in our modern society. Meantime, art allow us to keep on imagine (Gadsden, 2008). He also affirms that art:

… allow individuals to put their place in the skin of another; to experience reality and culture of others; to sit in another space; to transport themselves across time, space, era in history, and context; and to see the world from different point.(Gadsden, 2008)

Imaginative activities are involved in the creative process because creative ideas are generated through imaginative ability. The ability to imagine is an essential prerequisite to publish and translate creative ideas (Azhar, 2004; Callahan & Miller, 2005; Beghetto, 2009). The ability to imagine are within every individual and it can be performed any time and in any situation regardless of age and background level. Nevertheless, to be a creative person, the ability to imagine is one of the

most important factors of being a human. Imagination can be triggered using words to describe or illustrate certain abstract, view the conflict events or occurrences, reverse a hypothetical events, and using alternative thinking to something that has been considered (Schirrmacher, 2002; Reis & Renzulli, 2009; Aubrey, Ghent & Kanira (2012). Critical thinking can permeate all aspects and beyond these aspects critical thinking is the real imagination activator. Imagination is usually associated with the allegation that fantasy practices as something that do not exist. But imagination in actual is the basis for any creative activity and it is an important component in every aspect of human life (Kim, Kaufman & Sriraman (2013).

2. Developing children creativity and imagination

Built imaginations are often based on material obtained from reality through one's environment and experience. Moreover this factor is very important that influence one's imaginative ability. In addition, imagination also plays an important role on human action and development (Pfeiffer (2012). Every human experience is translated through imagination because it is through imagination that human can conceive something that cannot be seen, describing information obtained through stories of others and describing something that are experienced by other people. The relationship between imagination and experience are closely intertwined and constantly influence each other (Pfeiffer & Thompson, 2013). Apart from experience, imagination can also be influenced by one's emotions. Each feelings and emotions require different forms of imagination. This is because each feelings and emotions that are seen and experienced will produce different imagination (Ribot, 1906; Vygotsky, 1967). In one particular situation, emotions may affect imagination; nevertheless imagination may also affect emotions. Schirrmacher (2002) explains that creativity is dependent on one's environment. Each creator includes those brilliant inventors who are product of their time and environment.

Studies show that a decrease in the level of a child's imagination is caused by environment and culture of the child rather than caused by natural process (Torrance, 1974; Runco, Millar, Acar, & Cramond, 2010; Pfeiffer, 2012; Kim, Kaufman & Sriraman, 2013). Children should be exposed to different forms of experience so that they have the opportunity to play with fantasy in order to encourage them to imagine.

National Pre-School Standard Curriculum (KSPK) which was implemented in 2011, explains that there are six learning cores which are similar to the cores focused in primary education, namely: Communication; Spirituality, Attitudes and Values; Humanities; Science and Technology; Aesthetic and Physical Development and Personal Skills Development. Creativity Domain Standard (SDK) is one of the domains in the curriculum that is made up of two components, namely fostering creative thinking and creative attitude and personality (Ministry of Education, 2009). Each child is considered as having the creativity potential naturally. However, appropriate nurturing, guidance, encouragement and environment are essential in producing creative and innovative individuals (Ministry of Education, 2009). It is intended to provide opportunities and space for children to think in a creative and innovative manner and to generate individuals with the following characteristics:

1. keep asking and looking for answers,
2. making associations and observing correlation,
3. anticipating on future events and happenings,
4. making speculation on possibilities, and
5. exploring ideas, actions and results.

According to KSPK, creativity and innovation can be further developed through two main approaches. The first is implementation on all cores through teaching and learning activities and second is implementation through music and visual art education (Ministry of Education, 2009). Through this approach, development of children will have the opportunity to express their ideas creatively and engage in musical activities healthily. Teachers who teach preschoolers were often seen as individuals who are able to enhance children's creativity. Nevertheless it was found that most teachers in pre-school level are incapable to help in nurturing the values of individuality, creativity, imagination and aesthetic appreciation (Wong and Lau, 2001).

Music can be seen as one of the tools that contribute to the children holistic development which includes the intellectual, emotional, physical, social and aesthetic developments (Steele, Bass, and Crook, 1999; McKelvie & Low, 2002; Norton, Winner, Cronin, Lee, and Schlaug, 2005). This is because musical activity is an integral part of their daily activities such as singing, moving, dancing, and playing musical instruments and the sounds that they produced on their own (Anvari, Trainor,

Woodside & Levy, 2002; Gordon, 2003; Legg, 2009; Hash, 2010). Despite the importance of creativity and the role of music in the development of children education has long been recognized in Malaysian preschool education, but their appreciation, understanding and implementation are often put into question (Ministry of Education, 2009). In reality the present preschool education curriculum are more focused on formal education that emphasizes academic achievement of preschoolers (Rohaty, 1984, Aliza Ali, Zahara Aziz & Rohaty Majzub, 2011). The emphasis contradicts with the specialists' view on child development (Vygotsky, 1967; Fortson & Reiff, 1995; McAlister & Peterson, 2012) who often emphasized that comprehensive children development through creativity and aesthetic construction should be raised in the process of teaching and learning in preschool education.

Thus, in the process of creating an innovative society that is viable in a challenging environment which further lead to well-being of society and country, such vigorous effort should be carried out in a prudent and systematic manner as well as going through appropriate process (Wellman, Cross & Watson, 2011; Dore & Lillard, 2015). The endeavor aims to generate individuals with innovative ability whereby characters of a creative innovator must exist within individuals and in order to nurture creative individuals; there should be ability to imagine.

This study is mainly to identify consensus by experts on appropriate activities to enhance the development of preschool children's imagination through the use of musical instruments. The main objectives of this study are to explore and understand related activities to improve preschool children's imagination through musical instruments.

3. Research Design

This exploratory study uses qualitative method to provide further understanding on the area being investigated. The use of qualitative method is appropriate for this study because it is an attempt to understand the phenomenon of interest from the participant's perspective rather than the researcher's (Creswell, 2014). In order to obtain an in-depth understanding of teachers' conceptions on imagination in creativity development and their beliefs about the best way to promote imagination in the classroom, the nominal group technique (NGT) was used to structure each focus group meeting (Delbecq, Van de Ven, & Gustafson, 1975). NGT is a strategic and effective means of harnessing social facilitation processes so that group productivity on a given task is optimized (Forsyth, 1990). Prior to an NGT meeting, it is important to understand the informational needs to be addressed along with this procedure. Once the objectives are well understood, focus should be given on structuring questions posed to the group because wordings and grammatical structure of the questions will affect the levels of abstraction, breadth, and depth of the elicited responses. According to Delbecq et al. (1975), broadly stated or unfocused NGT questions are likely to elicit a variety of responses from respondents who have had varied experiences. Questions should be framed so that participants can generate information that sufficiently conveys their understanding of the issue under study.

3.1 Sampling

Subjects of this study consisted of nine preschool teachers who were purposively selected from nine government schools. As Denzin and Lincoln (1994) put it, many qualitative researchers employ purposive rather than random, sampling methods. Within the context of this study, the teachers were purposely selected because they might show differences in ideas, beliefs and practices due to their different characters in personality and physical settings.

3.2 Data Collection Methods

Nominal group technique (NGT) is a structured variation of a small-group discussion to reach consensus (Frankel, 1987). NGT gathers information by asking individuals to respond to questions posed by a moderator, and later ask the participants to prioritize ideas or suggestions of all the group members (Fink, Kosecoff, Chassin, & Brook, 1984). The process prevents the discussion from being dominated by a single member, encourages all group members to participate, and produces result in a set of prioritized solutions or recommendations that represent the group's preferences.

NGT is a good method to gain group consensus, for example, when various people (program staff, stakeholders, community residents, etc.) are involved in constructing a logic model and the list of outputs for a specific component is too lengthy therefore the list has to be prioritized (Frankel, 1987; Gallagher, Hares, Spencer, Bradshaw & Webb, 1993). In this case, the questions to be considered are: "Which of our outputs listed are the most important for easier goal achievement and

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easier measurement? Which of our outputs are less important that make us difficult to achieve our goal and make it more difficult for us to measure?"

The Four-Step Process to Conduct NGT

1. Generating Ideas:

The moderator presents questions or problem to the group in written form and reads the question to the group. The moderator directs everyone to write ideas in brief phrases or statements and asks them to work silently and independently. Each person silently generates ideas and writes them down.

2. Recording Ideas:

Group members engage in a round-robin feedback session to concisely record each idea (without debate at this point). The moderator writes an idea from a group member on a flip chart that is visible to the entire group, and proceeds to ask for another idea from the next group member, and the process continues. Repeat of ideas is unnecessary; however, if the group members feel that a particular idea provides different emphasis or variation, they are free to include the idea. The process is carried out until ideas of all the group members have been documented.

3. Discussing Ideas:

Each recorded idea is later discussed to determine clarity and importance. For each idea, the moderator asks, "Are there any questions or comments that group members would like to make about the item?" This step provides an opportunity for members to express their understanding of the logic and the relative importance of the item. The creator of the idea need not feel obliged to clarify or explain the item; any member of the group can play that role.

4. Voting on Ideas:

Individuals vote privately to prioritize the ideas. The votes are tallied to identify the ideas that are rated highest by the group as a whole. The moderator establishes what criteria are used to prioritize the ideas.

4.   Findings

Findings were obtained from 11 experts involved throughout the NGT process. This process uses one set of seven Likert scale questionnaire that consists of a list of 16 activities sorted from previous literature review and need analysis. Table 1 show the list of sorted activities which are as follows.

Table 1: Proposed Activity List

Proposed Activity List
Playing the musical instruments to children.
Describing the musical instrument being played
Having a question and answer session (Q&A) with the children about musical instruments
Showing pictures related to musical instruments
Showing materials related to musical instruments
Making motion related to sound of musical instruments
Talking about existing experience related to musical instruments
Making movement on the existing experience related to musical instruments
Singing while playing a percussion

| Playing a role based on musical instruments |
| Playing percussion instruments independently |
| Exploring environment that has to do with musical instruments |
| Creating a scrapbook on musical instruments |
| Forming objects using dough / Lego/ block / sand / puzzle based on the sound of musical instruments |
| Creating visual art activities (origami / collage / painting / shaping / coloring / drawing / painting / weaving / diorama etc.) based on musical instruments |
| Creating a play /pantomime based on musical instruments |

The experts need to choose their agreement level on all of the activities listed. Next, the total of agreement level by the experts for each activity is calculated to determine the activity ranking that need to be carried out first. The total approval is as shown in Table 2.

Table 2: Expert's Voting and Ranking

Proposed Activity List	Total	Ranking
Playing the musical instruments to children.	74	6
Describing the musical instrument being played	72	14
Having a question and answer session (Q&A) with the children about musical instruments	76	1
Showing pictures related to musical instruments	74	7
Showing materials related to musical instruments	75	2
Making motion related to sound of musical instruments	75	3
Talking about existing experience related to musical instruments	74	8
Making movement on the existing experience related to musical instruments	74	9
Singing while playing a percussion	74	10
Playing a role based on musical instruments	75	4
Playing percussion instruments independently	75	5
Exploring environment that has to do with musical instruments	72	15
Creating a scrapbook on musical instruments	71	16
Forming objects using dough / Lego/ block / sand / puzzle based on the sound of musical instruments	74	11
Creating visual art activities (origami / collage / painting / shaping/ coloring / drawing / painting / weaving / diorama etc.) based on musical instruments	73	12
Creating a play /pantomime based on musical instruments	73	13

Table 3 shows a list of activities that have been sorted according to ranking as determined by the experts.

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Table 3: List of Activities After the Nominal Group Technique (Ngt) Process

List of Activities After the Ngt Process
Having a question and answer session (Q&A) with the children about musical instruments
Showing materials related to musical instruments
Making motion related to sound of musical instruments
Playing a role based on musical instruments
Playing percussion instruments independently
Playing the musical instruments to children.
Showing pictures related to musical instruments
Talking about existing experience related to musical instruments
Making movement on the existing experience related to musical instruments
Singing while playing a percussion
Forming objects using dough / Lego/ block / sand / puzzle based on the sound of musical instruments
Creating visual art activities (origami / collage / painting / shaping / coloring / drawing / painting / weaving / diorama etc.) based on musical instruments
Creating a play /pantomine based on musical instruments
Describing the musical instrument being played
Exploring environment that has to do with musical instruments
Creating a scrapbook on musical instruments

5.   Conclusions

The nominal group technique (NGT) is a group discussion technique to reach consensus for problem solving. In this study we believe that teachers are in position to either enhance or inhibit development of children's imagination, thus they should make an effort to promote imagination in the classroom. Group discussion on our main ideas has been implemented in a structured, systematic and creative manner. For evidence through NGT, we have managed to encourage each group members who are actively involved to think, produce ideas or opinions without influence of others. They have also managed to examine every idea, formulate and make priority of objectives. The idea that gets the most votes will be taken as group decision. In some circumstances, if the idea was considered unsatisfactory, we will repeat the selection process until majority of the group members are satisfied to achieve the best ideas and to produce the best quality. It is our hope that the activities proposed in this paper could realize our aim to promote children's creativity through the power of imagination.

After the completion of the process described above, we thought that NGT is appropriate in order to get the best idea to undertake a study or solve issues on education. This is because the NGT has been able to reduce the dominance of opinion by experts who have a higher status and aggressive. We found that all the members of the panel have the same opportunities. The group is also aware of the objectives to be formulated, as well as making evaluation or critique of the topic being discussed. In addition, we were also able to develop a democratic and creative atmosphere, and reducing inefficiencies during the discussion.

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However, there were also drawbacks of the NGT in this study. We are aware that the selected panel have a lot of experience and well versed in the discussion on teaching and learning issues. Therefore it is also quite difficult for them to reach consensus on an alternative at a final decision. This is because the whole process is more time consuming, lengthy and long. Furthermore, each of the 11 selected panels has unconsciously presented their different interests during the discussion. There was bias in the opinions and proposals that they submitted, but was reduced after the panel voting. The most important of all, the decisions that were mutually agreed (see Table 2 and 3) have proved consensus among them in working together to implement and achieve the best results to enhance creativity and imagination of young children.

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Adaptation and Appropriation in Aimé Césaire's a Tempest

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Abstract

Aimé Césaire's *A Tempest* is one of the earliest adaptations of a Western canonical work. It is an adaptation of Shakespeare's *The Tempest*. Césaire's play conveys his anti-colonist ideas, exploring the relationship between Prospero, the colonizer, and his colonial subjects, Caliban and Ariel, from the perspective of the colonized. Comparing the characterization and the colonizer/colonized relationship in the two plays, this paper attempts to illustrate how Césaire uses Shakespeare's text to address the ills of colonialism and turn the tables on the colonizer using one of the masterpieces of the western canon. It also attempts to show how Césaire uses the mechanics of adaptation and appropriation to achieve his goals.

Keywords: adaptation; appropriation; Césaire, Aimé; A Tempest.

I. Introduction

Adaptation is the ability to make fit or suitable by changing, or adjusting, modifying something to create a change in structure, function, and form, which produces a better adjustment and to adapt means to transpose from one medium or genre (e.g. a novel, short story, poem) to another genre or medium, such as a film or stage play. It can also involve adapting the same literary work in the same genre or medium, just for different purposes. It is defined by Julie Sanders as "a specific process involving the transition from one genre to another: novels into film; drama into musical; dramatization of prose narratives and prose fiction; or the inverse movement of making drama into prose narrative" (2007, p. 17-18).

Appropriation means borrowing, imitating, taking over or using someone's idea or concept as a raw material to produce something original or at least something evidently different (Massai, 2007).

It is noticed that in both cases of adaptation and appropriation a generic shift may or may not happen. Also, these two terms in many ways "intersect and interrelate, yet it is equally important to maintain some clear distinctions between them as creative activities" (Massai, 2007).

In the process of adaptation, we have a clear and obvious signal and relationship with an informing source text (the original text). While in the appropriation process, the case is somehow different because the appropriated texts do not have that clear or obvious signal or relationship with the original text. Also, adaptations are obviously a re-reading or interpretation of a text while appropriations are more subtle. In adaptations, we often have a cultural change involved, an updating of the text for current audiences, or a different context while appropriations are less explicit and the text is often re-interpreted through political or ethical lenses. Appropriation constitutes sustained engagement with the text, but often adopts "a posture of critique (perhaps even assault)" (Nicklas & Lindner, 2012, p. 25).

In the late twentieth century, "avant-garde" writings offer a scenario in which ability or even necessity of being "original" is questioned in the domain of arts and literature, so the old question "imitation or originality" becomes, therefor, redundant from the perspective of adaptation and appropriation. Edward Said suggested on originality that "the writer thinks less of writing originally, and more of rewriting" (as cited in Kundu, 2008, p. 388-389).

II. Adaptation and Appropriation in Aimé Césaire's *A Tempest*

One of the writers who made use of adaptation and appropriation in his works was Aimé Césaire. He was a poet, playwright and a politician; also, he was one of the most influential Francophone Caribbean writers of his generation. Aimé Césaire was one of the founding fathers of Negritude, this concept or movement is defined as "affirmation that one is black and proud of it" (as cited in Lam, 2013, p. 302).

The black consciousness movement has sought to "assert pride in African cultural values to counterbalance the inferior status accorded to them in European colonial thinking" (Thieme, 2008).

Césaire saw Negritude as a "historical phenomenon that had evolved from commonalities in the post-colonial history of African peoples, particularly the experience of the Atlantic slave ships and plantation slavery" (Thieme, 2008).

Aimé Césaire's *A Tempest* deals with colonialism, and in this play, he discusses his idea of Negritude. It is a call for freedom and a reflection of the ways of how to get freedom. In this play, Césaire not only "re-reads and re-writes Shakespeare's *The Tempest* but expresses one of the most fundamental concerns of postcolonial literature; the effects of place and displacement on both the colonizer's and the colonized's sense of identity" (Maricondi, 1996, p. 47).

William Shakespeare's *The Tempest* possesses some "European biases in the justification of colonization among the colonized countries while Aimé Césaire's *A Tempest* is written as a postcolonial response to William Shakespeare's *The Tempest* and embodies the spirit of rebellion of the oppressed peoples against the European colonization" (Guo, 2008, p. 13).

Césaire's version of this play explores in further depth and studies thoroughly the original concepts and themes of colonialism and Negritude, which Césaire studied extensively. *A Tempest* addresses modernist issues and theories such as colonialism, racism and color discrimination through the utilization of a classic play most modern readers are familiar with (Césaire, 1972).

Post-colonial theatre is used as an anti-imperial tool, as a forefront for struggle against colonization and its implications, because of its own strong public dimension. All the playwrights from decolonized areas share the same project of dismantling the colonizer's rule, and influence. Colonization used literature as a weapon of cultural control to influence the native and to increase the status and superiority of European cultures. A need arose to evoke the point of view of the colonized through counter-colonial discourse (Memmi, 1991).

In this adaptation the main theme is changed, the protagonist is changed and the narration is changed and as such it deals much more with the story from the point of view of Caliban and Ariel. In making *A Tempest* an adaptation for black theater, Césaire suggests his governing principle: the master/slave relationship. This relationship between the colonizer and the colonized in Aimé Césaire's *A Tempest* is manifested clearly through two major characters, Prospero and Caliban, the former is the representative of colonizers while the latter is the representative of the colonized (Dixit, 2015).

Caliban is portrayed as an oppressed native and a rebel against colonization, fighting vigorously through various means to achieve his ultimate goal, freedom. The colonizer, Prospero, on the other hand is portrayed as the exploitative usurper of self-determinism, land, property, dignity, and even identity of the colonized peoples. This struggle between the colonizer (Prospero) and the colonized (Caliban) creates the main conflict in the play (James, 1978).

Aimé Césaire replaces the article "the" with "a" suggesting a singular storm rather than a universal one. The title of Aimé Césaire's play, *A Tempest*, is a deconstruction of the title of William Shakespeare's play, *The Tempest*. In addition, the title *A Tempest* may suggest that the storm is not a creation of the magician Prospero (the colonizer); instead, it is a natural ongoing process and a regular phenomenon and this undermines the power of the colonizer (Prospero). It may also suggest the change in the black society through destruction and regeneration (James, 1978).

In this play, Aimé Césaire designed Caliban as a black slave, Ariel as a mulatto because mulatto slaves were traditionally viewed as better treated and he puts them on an island in order to set the action within a recognizable set of Caribbean problems of material and cultural dominance (Keane, 2014).

It is noticed in this play that Aimé Césaire transforms the characters and transposes the scenes to reveal Prospero as the exploitative power-hungry European colonizer who exploits not only the land but also the minds of the colonized, and Caliban and Ariel as the exploited natives (Bakshi, Sengupta, & Pau, 2009).

In Shakespeare's *The Tempest*, Caliban is seen as an offspring of the witch Sycorax, and servant of the noble wizard Prospero who views Caliban as "Nurture can never stick; on whom my pains \ Humanely taken - all, all lost, quite lost! \ And, as with age his body uglier grows,\ So his mind cankers" (Shakespeare, 1999, p. 257). Contrary to Shakespeare's Caliban, Césaire's Caliban is completely different. He is seen as a colonized black native whose land has been taken and whose language and culture Prospero's has displaced. Césaire's Caliban is much more vocal and articulate, and his arguments for freedom are much forceful and to the point, revealing his strong indignation towards being conquered and enslaved (Morals-Daz, 2006):

Caliban: That is right, that is right! In the beginning, the gentleman was all sweet talk: dear Caliban here, my little Caliban there! And what do you think you'd have done without me in this strange land? Ingrate! I taught you the trees, fruits, birds, the seasons, and now you don't give a damn ... Caliban the animal, Caliban the slave! I know that story! Once you have squeezed the juice from the orange, you toss the rind away!

Prospero: Oh!

Caliban: Do I lie? Isn't it true that you threw me out of your house and made me live in a filthy cave. The ghetto! (Césaire, 1992, p. 13)

In Césaire's *A Tempest*, Prospero is portrayed as a slave-driving exploiter who is preying on Caliban's and Arial's weaknesses and using his power to deprive them of their freedom and make them obey him even if they do not like it (Innes, 2007):

Prospero: Well Ariel!

Ariel: Mission accomplished.

Prospero: Bravo, good work! …. Are you tired?

Ariel: Not tired; disgust, I obeyed you but – well, why not come with it? – I did so much unwillingly. It was a real pain to see the great ship go down, so full of life (Césaire, 1992, p. 9).

In this conversation, we see that Prospero has ordered Arial to crash the ship that holds the king of Naples (Alonso). The main thing that should be noticed in this conversation is that Ariel did not want to do that but he had to do it. He cannot follow or listen to his heart. He has to follow only his master. He has to think about his master and his master's aims and wishes only (Innes, 2007):

Prospero: Oh, so you are upset, are you! It is always like that with you intellectuals! Who cares! What interests me is not your moods, but your deeds. Let us split: I will take the zeal.

Ariel: Master, I must beg you to spare me this kind of labor.

Prospero: (shouting) Listen and listen good! There is a task to be performed, and I do not care how it gets done (Césaire, 1992, p. 9-10).

The colonizers treated their slaves like animals, if not worse, and they had no respect for their cultures and traditions. Aimé Césaire tried to highlight this idea in the play through Prospero who insults Caliban's mother by calling her ("a ghoul") and shows no respect nor any regard to Caliban's native language (Shah, 2010):

Prospero: Mumbling your native language again! I have already told you, I do not like it. You could be polite at least; a simple "hello" would not kill you (Césaire, 1992, p. 11).

The colonizers not only disrespect the traditions and cultures of the colonized people, but also have no regard for their identity. This idea is clearly seen through Caliban's extreme unhappiness with his name because it is associated with the savages and cannibals (Hymowitz, Ivor, & Anderson, 2003):

Caliban: Put it this way: I am telling you from now on I will not answer the name Caliban.

Prospero: Where did you get that idea?

Caliban: Well, because Caliban is not my real name. It is as simple as that.

Prospero: Oh, I suppose it is mine!

Caliban: It is the name given by your hatred, and every time it is spoken, it is an insult (Césaire, 1992, p. 14-15).

It may be true that there were cannibals somewhere in Africa in Shakespeare's time. Nevertheless, it is not necessarily true that all the Africans were cannibals. Therefore, the politics behind the naming of Caliban in Shakespeare's *The Tempest* is harshly criticized in Aimé Césaire's *A Tempest*. The name Caliban undoubtedly evokes criticism as it may refer to cannibal or savages and as a result we see Caliban contemptuously informs Prospero that he wishes to be called "X" (Frank, 2009):

Caliban: Call me X. That would be best like a man without a name - or, to be more precise, a man whose name has been stolen. You talk about history…well that is history, and everyone knows it! Every time you summon me, it reminds me of a basic fact, the fact that you have stolen everything from me, even my identity! Uhuru! (Césaire, 1992, p. 15)

Caliban's desire to be called "X" can be seen as the strongest act of resistance and a total rejection to the authority of the colonizer (Prospero). It is impossible not to specifically identify Caliban with Malcolm X who was an African-American Muslim minister, a human rights activist and a courageous advocate for the rights of blacks, or any number of other Black radicals in many countries who assumed the role of revolutionaries. Aimé Césaire is trying to de-mystify the old myths about the Africans as cannibals, savages, animalistic, lustful and childlike people and tries to portray them as they are through the characterization of Caliban (Rider, 1999).

Language is an important tool to fight back and to represent self and race. The language in which Prospero commands Caliban is also used by both Shakespeare's and Césaire's Caliban but with a difference. In Shakespeare's *The Tempest*, Caliban is seen as the victim of the language he has been taught, and he only has the ability to represent his powerlessness and express his resentment (Rahman, 2015):

Caliban: You taught me language, and my profit on't

Is I know how to curse. The red plague rid you

For learning me your language.

Prospero: Hag-seed, hence

Fetch us in fuel, and be quick — thou'rt best —

To answer other business. Shrug'st thou, malice?

If thou neglect'st, or dost unwillingly

What I command, I will rack thee with old cramps,

Fill all thy bones with aches, make thee roar,

That beasts shall tremble at thy din.

Caliban: No, pray thee.

[aside] I must obey; his art is of such power (Shakespeare, 176).

However, the case is different with Césaire's Caliban and the language Prospero teaches him becomes more than a tool to curse. It becomes a tool for him to voice his resistance and charge against the colonizer also we see him use colorful phrases and double meanings of words to almost make a mockery of Prospero out of the language he has been taught (Patterson, 2008):

Caliban: Uhuru!

Prospero: What did you say?

Caliban: I said, Uhuru!

Prospero: Mumbling your native language again! I have already told you, I don't like it. You could be polite, at least; a simple "hello" wouldn't kill you.

Caliban: Oh, I forgot... But make that as froggy, waspish, pustular and dung-filled "hello" as possible. May today hasten by a decade the day when all the birds of the sky and beasts of the earth will feast upon your corpse!

Prospero: Gracious as always, you ugly ape! How can anyone be so ugly?

Caliban: You think I am ugly….well, I do not think you are so handsome yourself. With that big hooked nose, you look just like some old vulture. (Laughing) an old vulture with a scrawny neck! (Césaire, 1992, p. 11)

In this conversation, Prospero scolds Caliban for using "Uhuru" instead of "hello" and describes it "mumbling". This may suggest two important things: First Prospero does not understand the native language of the colonized (Caliban) and at the same time he does not want to understand the meaning of "Uhuru" as it is a threat for him because once the language is accepted as intelligible and worthy of rational meaning, it will claim the same status as Prospero's own. Caliban's answer in this instance is stronger and he fights back labeling the language of the colonizer Prospero as nothing more than gibberish (Patterson, 2008):

Prospero: Since you are so fond of invective, you could at least thank me for having taught you to speak at all. You, a savage ... a dumb animal, a beast I educated, trained, dragged up from the bestiality that still clings to you.

Caliban: In the first place, that is not true. You did not teach me a thing! Except to jabber in your own language so that I could understand your orders: chop the wood, wash the dishes, fish for food, plant vegetables, all because you're too lazy to do it yourself. And as for your learning, did you ever impart any of that to me? No, you took care not to. All your science you keep for yourself alone, shut up in those big books. (Césaire, 1992, p. 11-12)

Therefore, we notice that Caliban's language seems mumbling to Prospero and at the same time Prospero's language is nothing more than gibberish to Caliban. As to the process of being forced to consume Prospero's language and culture, Césaire's Caliban finds it disgusting and wants to vomit and get rid of Prospero's white poison and this is obviously a clear rejection of the colonial authority and culture (Patterson, 2008). The colonizer thinks himself a savior for the colonized people by imposing his language and values upon them because he sees them as nothing more than savages who need saving. Therefore, when Prospero enslaves Caliban and Ariel, he considers himself their benefactor (Patterson, 2008):

Ariel: You have promised me my freedom a thousand times, and I am still waiting.

Prospero: Ingrate! And who freed you from Sycorax, may I ask? Who rent the pine in which you had been imprisoned and brought you forth? You will get it when I am good and ready. …

Prospero: What would you be without me? …

Prospero: Ten times, a hundred times, I have tried to save you, above all from yourself. (Césaire, 1992, pp. 10,12, 67)

Both Caliban and Arial are fighting for their freedom but each one takes a different approach to achieve this goal. When compared with Caliban, we see that Arial's understanding of freedom is at a high level but he is somewhat accommodating and idealistic, trying to awake Prospero's conscience and hoping that Caliban and he can join up and fight for their freedom, but in some non-violent way (Douglas, 1972):

Ariel: You know very well that that's not what I mean. No violence, no submission either. Listen to me: Prospero is the one we have to change. Destroy his serenity so that he is finally forced to acknowledge his own injustice and put an end to it.

Caliban: Oh sure … that is a good one! Prospero's conscience! Prospero is an old scoundrel who has no conscience.

Ariel: Exactly - that's why it's up to us to give him one! I am not fighting just for my freedom, for our freedom, but for Prospero too, so that Prospero can acquire a conscience: Help me, Caliban. (Césaire, 1992, p. 22)

Césaire's Arial is nothing like Shakespeare's Arial who is submissive and obedient to Prospero and seems to care for nothing but his own freedom. Ariel in *A Tempest* is less willing to carry out Prospero's missions and he makes this known to Prospero when he shows sympathy for the victims of Prospero's tempest (O'Toole, n.d.):

Prospero: Enough hairsplitting! My mood has changed! They insult me by not eating. They must be made to eat out of my hand like chicks. That is a sign of submission I insist they give me.

Arial: It is evil to play with their hunger as you do with their anxieties and their hopes. (Césaire, 1992, p. 28)

On the other hand, Caliban deals with Prospero in a more intense way than Arial and his resistance is by far more forceful than that of Ariel's. Caliban seems to know Prospero better than Ariel, also he has no belief in Prospero's conscience. He shows great courage and determination despite all the terror to the extent that he is ready to sacrifice his own life to get his freedom (O'Toole, n.d.):

Caliban: You do not understand a thing about Prospero.

He is not the collaborating type. He is a guy who only feels something when he's wiped someone out. A crusher, a pulveriser, that is what he is! And you talk about brotherhood!

Ariel: So then, what is left? War? And you know that when it comes to that, Prospero is invincible.

Caliban: Better death than humiliation and injustice. (Césaire, 1992, p. 23)

Like Shakespeare's Caliban, Césaire's Caliban also formulates a plan with Stephano and Trinculo to win back his freedom. Caliban's plot to overthrow Prospero in both Shakespeare's and Césaire's plays are almost the same concerning its process and result, but there are some differences as far as the purpose is concerned. Shakespeare's Caliban is not civilized enough to sense the possibility of liberty. He only knows that his master treats him badly and his hatred to his master is what derives him to take revenge upon him. In addition to that, his scheme is very simple and it almost ends before starting. In the process, Shakespeare's Caliban is rightly humiliated and punished when he is dumped in horse-urine. He even recognizes that his rebellion was a sin against the law of God and nature and the great chain of being and he ends his role by calling himself a fool to take a drunken man as a god which indicates that Caliban becomes an obedient and passive slave (O'Toole, n.d.): "Caliban: Ay, that I will; and I will be wise here after and seek for grace. What a thrice-double ass was I to take this drunkard for a god, and worship this dull fool" (Shakespeare, 1999, p. 283).

However, in Césaire's *A Tempest*, the case is very different and Caliban's plot against Prospero is clearly meant to make him win his freedom. Nevertheless, as he starts to carry it out with the hope of joint force from Stephano and Trinculo, two drunkards who make themselves powerless and senseless with alcohol, he begins to realize he has fallen in with fools when he says (Duckett, 2015):

To think I am stuck with these jokers! What an idiot I am! How could I ever have thought I could create the Revolution with swollen guts and fat faces! Oh well! History will not blame me for not having been able to win my freedom all by myself. It is you and me, Prospero! (Césaire, 1992, p. 56)

Therefore, he decides to launch the battle alone against Prospero and with weapon in hand he charges towards Prospero. In his march, we see him singing a war song and this is a proof of the fact that Africa has cultural elements like poems and songs. In this song, he mentions Shango, the Yoruba god of thunder, to draw strength from him. Caliban's invocation of the god of thunder suggests that he is not submitting to Prospero and that the relationship between the master and the slave is going to be changed forever (Griffiths, 1983):

Prospero: Poor Caliban! You know that you are headed towards your own ruin. You are sliding towards suicide! You know I will be the stronger and stronger all the time. I pity you!

Caliban: And I hate you!

Prospero: Beware! My generosity has its limits.

Caliban: (shouting) Shango marches with strength along his path, the sky! Shango is a fire-bearer, his steps shake the heavens and the earth Shango, Shango, ho! (Césaire, 1992, p. 65-66)

Aimé Césaire's references to Shango (the god of thunder), Eshu (the black devil god) and some native words like Uhuru in several places of the play is very important because the use of these native words and representation of the native gods show his negritude and his fight against the representational politics about the blacks. In addition, these native words and gods are a good representation of the shared cultural heritages of the African people, which unite them and show who they truly are (Rahman, 2015).

In the last scene, after Caliban's revolution, Prospero, the colonizer, becomes weaker and weaker and is no longer his old self: "Time passes, symbolized by the curtain's being lowered halfway and reraised. In semi-darkness Prospero appears, aged and weary. His gestures are jerky and automatic, his speech weak, toneless, trite" (Césaire, 1992, p. 68). Caliban's speech after his failed revolution becomes a prophecy: "Caliban: Now I know you, you old cancer, and I also know myself! And I know that one day my bare fist, just that, will be enough to crush your world! The old world is crumbling down!" (Césaire, 1992, pp. 64-65)

Césaire hints that colonization is declining and that the colonizers are losing their power over the colonized people: "Well, I hate you as well! For it is you who have made me doubt myself for the first time" (Césaire, 1992, p. 66). This speech can be clearly viewed as a moral victory for Caliban (the colonized) over Prospero (the colonizer).

Césaire makes his voice heard most clearly through Caliban's speech which is an eloquent accusation against colonization:

Caliban: You are a great magician: you are an old hand at deception … And you lied to me so much, about the world, about myself, that you ended up by imposing on me an image of myself: an image of myself: underdeveloped, in your words, under competent that is how you made me see myself! And I hate that image … and it's false! (Césaire, 1992, p. 64)

It is this false image that Césaire wants to decolonize transforming Caliban from Shakespeare's ignorant savage to a colonized native with black consciousness (Manzanas & Benito, 1999).

Finally, in *A Tempest*, Césaire gives the privilege to Caliban to end the play with his song, which is printed in capital letters demonstrating his (the colonized) victory and triumph over Prospero (the colonizer). He is no longer traceless or overshadowed and even though he does not appear on stage but everybody hears his voice. The stage of the world belongs to all without any discrimination at all. It is the word "FREEDOM" that Césaire wants everyone, the colonized and the colonizer alike, to hear. It is a cry for freedom or decolonization all over the world (Manzanas & Benito, 1999): "FREEDOM HI-DAY, FREEDOM HI-DAY!" (Césaire, 1992, p. 68)

III. Conclusion

In order to convey his themes, Aimé Césaire has adapted and appropriated in his own style one of the most famous western canonical work, which is William Shakespeare's *The Tempest* in order to demystify the myths about the black people. Shakespeare wrote *The Tempest* for his audience from the colonizer's stand while Césaire wrote *A Tempest* for both the colonizer and the colonized taking sides with the latter. The character of Prospero in Shakespeare's *The Tempest* can be seen to represent the alter ego of Shakespeare and similarly, Caliban and Arial in Aimé Césaire's *A Tempest* can be seen to represent the mouthpiece of Césaire and the tool through which he counters Shakespeare's ideas. What Caliban says and does against Prospero is the mirror image of what Césaire does to Shakespeare.

Aimé Césaire in his play *A Tempest* introduces some of the many ills and faults of colonial domination. In rejecting colonialism, he expresses the view that there is no dignity without freedom. Nevertheless, the freedom, which Césaire speaks about, is not only the simple freedom from the oppressive physical presence of the colonizer, but it is also the freedom from the psychological bonds, which so many colonized people have accepted.

The basic thing, which Aimé Césaire wants to convey in *A Tempest* and the rest of his writings, is his wish to see black people united, not in their acceptance of inferiority, but in their rejection of an inferior status, and such is his basic concept of political Negritude. In addition, this concept is achieved through his characterizations of Prospero, Caliban and Ariel. Césaire presents his anti-colonial attitude and injects black consciousness into the colonized. Moreover, Césaire's thinking on the possibilities to gain freedom is implied in Caliban's and Ariel's struggle for their freedom. *A Tempest*, above all, is a call to get rid from the shackles or chains of servitude and a loud cry for consciousness of freedom.

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