



# EJLS

EUROPEAN JOURNAL OF LANGUAGE  
AND LITERATURE STUDIES

January - June 2023

Volume 9, Issue 1

**ISSN 2411-9598 (Print)**

**ISSN 2411-4103 (Online)**

ISSN 2411-9598



REVISTIA  
PUBLISHING AND RESEARCH

EUROPEAN JOURNAL OF LANGUAGE  
AND LITERATURE STUDIES

January - June 2023

Volume 9, Issue 1

Every reasonable effort has been made to ensure that the material in this book is true, correct, complete, and appropriate at the time of writing. Nevertheless, the publishers, the editors and the authors do not accept responsibility for any omission or error, or for any injury, damage, loss, or financial consequences arising from the use of the book. The views expressed by contributors do not necessarily reflect those of Revistia.

Typeset by Revistia

Copyright © Revistia. All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without written permission from the publisher or author, except in the case of a reviewer, who may quote brief passages embodied in critical articles or in a review.

Address: 11, Portland Road, London, SE25 4UF, United Kingdom

Tel: +44 2080680407

Web: <https://ejls.revistia.org>

Email: [office@revistia.org](mailto:office@revistia.org)

ISSN 2411-9598 (Print), ISSN 2411-4103 (Online)

Indexed in Elsevier's Mendeley, WorldCat, RePEc & Ideas, Google Scholar, Index Copernicus, Crossref

## **International Editorial and Scientific Advisory Board**

**Felice Corona**, PhD - University of Salerno, Italy

**Sohail Amjad** - University of Engineering and Technology, Mardan

**Javier Cachón Zagalaz**, PhD - Universidad de Jaén, Spain

**Souad Guessar**, PhD - Tahri Mohamed University of Béchar, Algeria

**Warda Sada Gerges**, PhD - Kaye College of Education, Israel

**Selma Maria Abdalla Dias Barbosa**, PhD - Federal University of Tocantins, UFT, Brazil

**Sophia Moralishvili**, PhD - Georgian Technical University, Tblis, Georgia

**Irina Golitsyna**, PhD - Kazan (Volga) Federal University, Russia

**Mariam Gersamia**, PhD - Ivane Javakhishvili Tbilisi State University, Georgia

**José Jesús Alvarado Cabral**, PhD - Centro de Actualización del Magisterio, Durango, México

**Jean d'Amour** - Åbo Akademi University, Finland

**Ornela Bilali**, PhD - "Aleksander Xhuvani" University, Albania

**Suo Yan Ju**, PhD - University Science Islam, Malaysia

**Jesus Francisco Gutierrez Ocampo**, PhD - Tecnológico Nacional de Mexico

**Goran Sučić**, PhD - Filozofski fakultet, sveučilišta u Splitu, Hrvatska

**Siavash Bakhtiar**, PhD - School of Linguistics, Queen Mary University of London, UK

**Célia Taborda Silva**, PhD - Universidade Lusófona do Porto, Portugal

**Khaled Salah**, PhD - Faculty of Education - Alexandria University, Egypt

**Panduranga Charanbailu Bhatta**, PhD - Samanvaya Academy for Excellence, India

**Kristinka Ovesni**, PhD - University of Belgrade, Serbia

**Sajitha Lakmali Hewapathirana**, PhD - University of Colombo, Sri Lanka

**Amel Alić**, PhD - University of Zenica, Bosnia and Herzegovina

**Victoria Safonova**, PhD - Lomonosov Moscow State University, Russia

**Nadia Jaber** - Palestinian Ministry of Education & Higher Education

**Somayeh Aghajani Kalkhoran**, PhD - Hankuk University of Foreign Studies, South Korea

**Suroso**, PhD - FBS UNY Indonesia

**Hend Hamed**, PhD - Ain Shams University, Egypt

**Ana Paula Marques**, PhD - University of Minho, Portugal

**Suo Yan Mei**, PhD - Sultan Idris Education University Malaysia

**Smaragda Papadopoulou**, PhD - University of Ioannina - Greece

**Syed Zafar Abbas**, PhD - Aliz Educational Institutions, Pakistan

**Landron Simon**, PhD - University of Tamkang, Taiwan

**M. G. Varvounis**, PhD - Democritus University of Thrace, Greece

**Helena Neves Almeida**, PhD - University of Coimbra, Portugal

**Mihaela Voinea**, PhD - Transilvania University of Brasov, Romania

**Vereno Brugiattelli**, PhD - University of Verona, Italy

**Tereza Kopecka**, PhD - First Faculty of Medicine, Charles University, Czech Republic

**Gentiana Muhaxhiri** - University of Gjakova, Kosovo

**Roza Zhussupova**, PhD - Eurasian National University, Astana, Kazakhstan

Tonia De Giuseppe, PhD - University of Salerno, Italy

## TABLE OF CONTENTS

<b>CODE OF ETHICS IN THE CONTEXT OF POSSIBLE MISUSE AND CONTENT.....</b>	<b>1</b>
MARIÁN AMBROZY	
<b>“I AM AFRAID IF MY STUDENTS CAN’T UNDERSTAND ME.” - A CONSCIOUSNESS-RAISING APPROACH TO TEACHING THE MODAL SYSTEM.....</b>	<b>10</b>
THOMAS H. GOETZ	
<b>INTERGENERATIONAL DISCOURSE: ITS ESSENCE AND FEATURES.....</b>	<b>25</b>
JEKATERINA SADOVSKAYA	
<b>THE OPINIONS OF TEACHERS AND SCHOOL LEADERS ON THE IMPROVEMENT OF THE EVALUATION PROCESS AND THE INFLUENCING FACTORS IN THE TEACHER EVALUATION PROCESS!.....</b>	<b>34</b>
KLODIANA LEKA	
<b>CULTURE IN STORY-TELLING: THE CASE OF AMERICAN AND PAKISTANI STORY PALS.....</b>	<b>44</b>
SANAA RIAZ	
<b>THE HANDLING OF ADJECTIVES AS PART OF THE NARRATIVE IN THE WORK "KING OF GIANS" BY KOLE JAKOVE.....</b>	<b>55</b>
SINDORELA DOLI-KRYEZIU	
<b>FAIRY TALES AND THE LINGUAL AND INTELLECTUAL DEVELOPMENT IN PRESCHOOLERS.....</b>	<b>72</b>
SINDORELA DOLI-KRYEZIU	
<b>CDA: QATAR WORLD CUP IN NEWSPAPER HEADLINES IN THE TIMES AND JUTARNJI LIST.....</b>	<b>88</b>
NATASA STOJAN	
<b>THE FOUNDING ELEMENTS OF ENLIGHTENMENT PHILOSOPHY: THE RELATIONSHIP BETWEEN LANGUAGE, KNOWLEDGE AND SOCIETY.....</b>	<b>101</b>
ALESSANDRO PRATO	
<b>TECHNIQUES AND STRATEGIES OF COMMUNICATION AND COOPERATION WITH COLLEAGUES INSIDE AND OUTSIDE THE SCHOOL.....</b>	<b>112</b>
MENADA PETRO	

# Code of Ethics in the Context of Possible Misuse and Content

**Marián Ambrozy**

Assoc. Prof. Dr. Marián Ambrozy, MBA,  
College of International Business ISM, Slovakia, Prešov

## Abstract

The purpose of the article is to reflect on the question to what extent a situation may arise in which codes of ethics are not needed or even inappropriately applied. The possible advantages of codes of ethics are relatively well known, and there is ample literature on them. Literature on the conditions for the adoption of ethical codes is also quite common. There are far fewer articles about the uselessness of ethical codes in a certain context of reality. Even less is said about the detrimental consequences of the use of codes of ethics in their partial use. Our contribution is an attempt to show in what situations a code of ethics can act as a useless institution with no real influence, and also that certain elements of a code of ethics can lead to detrimental consequences if they are adopted and implemented.

**Keywords:** code of ethics, adoption of the code of ethics, content of the code of ethics

## Introduction

Currently, it can be stated that codes of ethics have gained unprecedented popularity within the organizational culture of individual specific companies. Today, codes of ethics can be observed in many organizations, industries, and also in trade unions. This is due to the well-known division of ethical codes. We can categorize them according to the degree of sanctions as well as the extent to which they are covered. The second criterion means the wide dissemination of ethical codes in various types of business, in various associations and industry organizations, as well as in various professions, professions and semi-professions. Thus, the code of ethics can be found both in very small enterprises and in medium and large enterprises. You can find various codes of ethics in the form of codes of professions, organizations, and the like. We can say that especially in the last twenty years, the share of ethical codes has increased dramatically. Codes of ethics also appeared in the socialist countries, which was unthinkable until recently, because they were to be replaced by conscious communist morality. Their aim should be to raise ethical awareness and improve ethical behavior in the workplace. Ultimately, this should also have a positive impact on the efficiency and productivity of the organization.

„The utility/profit-maximizing mantra is at the center of the current ethical dilemmas facing business and accountin“ (Keller, 2007, p. 162).

### **Theoretical study of the issue**

It is interesting how codes of ethics have multiplied in this way in economic entities. We must think about the meaning, purpose and legitimacy of ethical codes. To do this, we must first analyze the different types of codes of ethics. The first possible division is the division into ethical codes depending on who they are intended for. From this point of view, it is possible to single out, first of all, professional codes of ethics. These are codes that are designed for certain professions and semi-professions. An example is the teacher's code of ethics, which is a semi-professional code. An example of a code of professional ethics could be the code of a policeman, lawyer, judge, etc. Such a code is characterized by the fact that it is the densest expression of the recommended ethical principles in a positive and negative sense, which act as a certain guideline in the ethical dimension of the profession. From the same point of view of the division of ethical codes, we single out sectoral codes of ethics. These are codes that are for a specific industry, such as franchising. “An example is the Code of Ethics in the insurance industry, which is aimed at the maximum elimination of negative elements not only in the relationship of insurance business entities operating in the insurance market, but especially in the relationship of these entities with the client” (Zemanovičová et al., 2003, p. 45). Another example would be the code of ethics for the life sciences. (Jones, 2007). Finally, there are corporate codes of ethics. They are indeed widespread in micro, small, medium and large enterprises. The Code of Corporate Ethics has a limited effect, since it is applied exclusively in one economic entity, in one organization.

There is another type of division of ethical codes, depending on what impact they have. From this point of view, the softest code is the desired code. Its task is to show an imaginary ideal state, that is, the desired model, the desired status quo in the workplace. This type of code doesn't prescribe any specific standards, it's just a blueprint. It has no specific rules and ultimately does not prescribe sanctions. The code of conduct is completely different. It has very specific requirements. They are enshrined in specific rules. “Punishment avoidance explains the origin of ethics or self-regulation in most trades and professions” (Leys, 1961, p. 6). The specification of behaviors comes down to consistent standards that are relatively detailed. In addition, sanctions are often applied. “The threat of sanctions for non-compliance can give professionals a strong reason to comply with the code” (Spielthener, 2015, p. 199). The other type is the educational code. This type of code also includes an explanatory component that deals with the meanings of the code. This means that the code has an explanatory component.

I am trying to find answers to questions about how a code of ethics can be not only meaningless, but also harmful in some cases. This may also be related to another issue, to what extent the existence of codes of ethics makes sense, or in what cases,

under what conditions, codes of ethics are necessary. A very interesting insight into discourse and ethical codes comes from Spieltenner, who talks about the obvious reasons for following ethical codes and the real reasons for following them (Spieltenner, 2015).

Codes of corporate ethics are assigned to a specific organization. Therefore, it is difficult to transfer them to another organization. The specificity of the organization is associated with a fundamentally different organizational culture. Therefore, the corporate code of ethics is specific to a particular organization. They must be clearly defined within the company so that they can be presented to employees and met with acceptance and understanding. In the case of larger enterprises, they are prepared with a large sample of workers' representatives. In this case, training can be carried out mainly in two ways: with and without the participation of external experts. In any case, a company's code of ethics should not be developed only by external experts, since they simply do not know the basic situation in the company. The participation of internal employees is also required, or, in the case of a medium or large company, with the participation of a significant sample of representatives of these employees. I think there are two possible errors here. The first is that if the code of corporate ethics is developed only by external experts, they do not see the specifics of the organization and develop a code of corporate ethics at a high professional level, but without knowledge of the organizational culture. The second mistake occurs if the corporate code of ethics is developed without ethics experts, it lacks the necessary professional quality. I consider it optimal to coordinate the development of such a code with the involvement of employees of the organization or their representatives, together with ethical experts.

So how do we institutionalize codes of ethics? I believe that it is not necessary to have a detailed knowledge of philosophical ethics in order to create corporate codes of ethics. Its knowledge is necessary if I plan to engage in applied ethics at the scientific level. A code of corporate ethics can be created even without knowledge of philosophical ethics and metaethics. Knowledge of applied ethics will be more than enough. What applies to corporate codes of ethics may not apply to industry and professional codes of ethics. Of course, the existence of ethical codes does not guarantee either the practice of ethical behavior or the absence of ethical excesses. Ethical violations occur for two reasons. In the first case, on the basis of inaccurate knowledge, ignorance of ethical standards. Another reason is some situational pressure. One of the factors is the non-intervention of managers in the event of a serious violation of ethical principles. Another factor may be the company's weak organizational culture. Most often, this is an action motivated by a vision of some personal gain. Potentially negative factors should be eliminated by the organizational culture of the company.

The actual effectiveness of a code of ethics also depends on several factors. The effectiveness of a code of ethics is primarily ensured by the following three



conditions: 1.) it must be precisely defined, with a clearly defined sanction for a specific action, 2.) the code must be clear and comprehensive so that it is impossible to classify ethically significant behavior as not subject to code. And finally 3.) it should be written in a way that is clear and understandable. The target group of any code of ethics is not a professionally trained ethicist, but an ordinary employee of the organization. The regulatory code should clarify the penalties for unethical behaviour. There are several good reasons for this: a) the code must be clearly explained. It should not contain ambiguities, the possibility of different interpretations, b) it should have a wide range of tools to determine the size of the sanction, c) the code should be really effective.

The purpose of a code of ethics should be solely an effort to improve the organizational culture from an ethical standpoint. Any other target is not allowed. The Code of Ethics is better accepted in practice under certain conditions. It is acceptance by the level of management more familiar to the organization or organized component. This means that in decentralized organizations, this should be provided by the lower and middle levels of management. In centralized organizations, a higher level of acceptance is guaranteed by the authorization of higher management. The involvement of the management of the organization, as well as representatives of employees, significantly increases the effectiveness of the code. An important condition for the adoption of an ethical code is also the need for its regular revision. The immutability of the code of ethics for a relatively long time, as well as the exclusion of employee representatives from its creation and modification, significantly reduces its acceptability and effectiveness. Some authors say that codes of ethics are specific to specific groups and should be adapted. „For women, a negatively written code works much better than a positively written one“ (Kotzian et al., 2020, p. 125).

Unethical behavior constantly threatens the integrity of the organization itself. It is also a threat to his relationships with other stakeholders. Corruption is a particularly serious ethical issue in organizations. “In terms of the breadth of activities that this definition of corruption includes, at one end of the spectrum is the definition of corruption defined by law, i.e. corruption in the opinion of the public. We are talking about a narrower and broader understanding of corruption” (Beblavý, 2007, p. 699). Corruption makes poorer not only the organization, but ultimately the state. Unethical behavior is a constant threat to an organization. That's why it's good to institutionalize ethics. In fact, it is the prevention of unethical behavior and the elimination of its consequences. Property protection is also a priority. „A clear cut code of ethics must be practiced in such a way that employee theft can be deterred“ (Gallena, 2016, p. 91). The concept of the institutionalization of ethics can be understood relatively broadly in business ethics. It is possible to single out modern and traditional tools of business and management ethics. The ethical codes we deal with can be classified as traditional tools.

If the ethical principles that we seek to apply in an organization conflict with practice, then we are probably talking about a failure to comply with the stated principles. If there is already a prepared code of ethics, it is necessary to propose a strategy for its implementation in the organization. First of all, the management of the company must identify with him. Employees of the organization should receive the text of the code of ethics, written in understandable language. Employees of the company should be able to react to the code, as well as update it. Above all, managers must be able to innovate and add to the code of ethics. Therefore, they must confirm that this is understood. The management of the organization must decide whether the code of ethics will be of a regulatory nature. It is individual depending on the direction, problems and long-term organizational culture of the company.

The worst possible situation is a violation of the code of ethics by one person, especially if he does not have the proper ethical education. Combined with various ulterior motives that are not really ethical intent, sometimes strange content elements can make their way into the code. It is dangerous if these points get into the code of ethics through some pleonectic person who is not only the author or inhibitor of the code of ethics, but can also apply sanctions in the normative code for those points that he can implement in the code. If these were standard ethical imperatives, this would not create any problems. The problem is the ideas contained in the code and their origin or purpose is unethical. Usually the thought maker follows some hidden, hidden cause. It can be really different, sometimes it can cause serious problems (Ryziński, 2021).

The octroi of a corporate code of ethics may pose an increased risk if it is a governing corporate code of ethics. Then it really can be an arbitrary implementation of content, the essence of which is other than ethical. Many situations can arise, which in some cases have bizarre consequences.

### **Fabricated Examples of Inappropriate Implementation in the Code of Ethics**

The first example can be given by the example of scientific institutions. Imagine an ordinary scientific institution with interesting scientific results. At a certain time, a code of ethics is adopted, which prohibits its employees from publishing in one group of scientific journals. Here you need to take a tour. Scientific journals are mainly divided into two groups. The first is one that basically doesn't charge royalties to authors. Its source of income is mainly fees for physical prints or paid electronic access. Notably, it does not charge for publication. Another group of scientific journals chooses them. In our fictitious example, the code of ethics would be implemented with a command that directs authors to publish only in free scientific journals. In other words, he will publish what is forbidden in a paid magazine. This violates the right to publish in any journal of the author's choice.

Another example would be an unreasonable ban on employment in another company in a similar industry, if the law allows and permits it. This prohibition can apply to both full-time and part-time employment. It doesn't matter if the worker is physically doing two (or even more) jobs or not. Appeal to any ethical consideration in this case is completely inappropriate. The real reason may be quite different, but we assume that the person who imposes this paragraph in the code of ethics may try to clothe the justification in an ethical lexicon. However, the real reason may be different. Other organizations operating in the same or closely related sector may be viewed by the person concerned as competing or even hostile. This may be the real reason. Instead, this worker may create an indirect cause disguised as an ethical cause. However, the reality is different, and the real reason is the negative attitude towards other organizations working in the same field. If you continue to fantasize, you can come up with another real reason for this step. Let us imagine a situation where the initiator of the implementation of the specified paragraph of the code of ethics tried to establish repeated parallel labor relations in the past, but for certain reasons his intention was not successful. This may be the root of his interest in the ban, because he will not allow others to do so either. Dressing this directive in ethical terms can occur by declaring such activities as a conflict of interest. At the same time, the inadequacy of this prohibition is obvious, since there is clearly no conflict of interest. It is about compensating for one's own disappointment at having failed at a previous job interview when there was no contract that would allow the person to have a parallel employment relationship. The stumbling block is the translation of the order into a normative code. In this case, this is direct discrimination of employees through the code of ethics. Pressure from the leader to comply with this clause can even be seen as a form of command. It is especially surprising if the violation of this clause, which has no real basis in ethical imperatives, values, habitual patterns of behavior, etc., will lead to serious forms of sanctions, and in extreme cases, to dismissal from a particular organization. In this case, this would be a prime example of the harmful use of a code of ethics in practice.

The third legendary example can be the situation in the sphere of special services. Imagine a security service working somewhere in a hypermarket or a large department store. This is a company with high employee turnover. This company's code of ethics is, of course, corporate and regulatory. The management of the company will simply determine the final form of the regulatory code. It will contain both desirable and undesirable employee behavior. In the case of negative behavior patterns, the company's management pushes one specific moment into the company. This moment is sanctioned by a fine. The advantage of the business is the tasting of trial products offered to customers by hostesses. These ladies offer groceries to security staff as well. If the security officer could not resist such a temptation and tried it, in the case of a certificate, he would be punished with a fine. In essence, it would be a sanction for ethically irrelevant and factually innocent activity. While this is a limited part of the code of ethics, we consider it a harmful

and counterproductive part of the code of ethics. Indeed, this paragraph contains a norm, the essence of which goes beyond the scope of ethics.

## Discussion

Not in all cases, when, in our opinion, the code of ethics does not make sense, it is its harmful content caused by the forcible introduction of some influential party. In some cases, we believe that a mere corporate code of ethics does not matter in a given organization. This may have several reasons. The main reason may be that it is a micro-enterprise with up to 10 employees. There is not the slightest point in introducing any corporate code in such a company, because any competent leader should be able to manage such a small group of employees. This tool for the implementation of ethics, we consider redundant in this case. We consider it meaningless. We can certainly find many similar examples. For example, it could be an office with a specified number of employees, a small school, etc. There is no way such a tool can speed up decision-making processes in such a small company.

Sometimes a company code of ethics can be introduced as a specific way to show interest in ethics in a company. In this case, this code of ethics does not change the absolute behavior in the organization, and its creation is only a matter of showing support for ethics in the organization. In this case, the native code is intended only for the image, in the sense of supporting the corporate identity. Ultimately, its purpose is to increase PR, so it is completely useless in terms of improving workplace ethics. It is also possible to show stakeholders that ethics is important in an organization using other tools than the self-serving introduction of a corporate code of ethics. This tool is really not needed to create an image for the public. If this is the case in the organization, we believe that such a corporate code of ethics is not needed. „A code in isolation is only a veneer for being ethical and in essence is misleading to all that come in contact with the company that purports to possess one“ (Wood and Rimmer, 2003, p. 192).

We have presented selected situations in which a code of ethics may be considered unnecessary, as well as situations where a corporate code of ethics has even been introduced, which is partially or completely harmful. A harmful code of ethics introduces unethical standards of behavior that we cannot justify with any ethical theories or values. Basically it is a fixed notion that someone in the leadership of an organization can pursue goals other than ethical ones. In particularly serious cases, it may even be a covert form of command or chairmanship. There may be unknown, suspicious reasons for introducing very subjective norms of behavior into a corporate code of ethics. Most likely, such a subjective opinion was not discussed in the code of ethics, was not discussed with representatives of employers or with a team of employees. Even the author of the code with an ethical education would not have approved it if he himself was not a member of the company's management and did not pursue some selfish motives. It can be very difficult for the employees of an organization to accept a non-negotiable corporate code of ethics. If the corporate

code of ethics, which is normative despite this inconsistency, is approved by the company's management (often only the top manager), then this is a hackneyed code of ethics. A code of ethics introduced in this way can very easily become a source of latent conflicts. Attempts to implement a code of conduct from a management position against the will of employees are usually accompanied by tension, which can lead to labor conflicts. Enforcement of a corporate code of ethics can be considered a form of command. It can also be covert measures by which the leadership of the organization wants to help keep themselves in leadership positions. In that case, it could be the chairmanship.

### **Conclusion**

We have presented selected situations in which a code of ethics may be considered unnecessary, as well as situations where a corporate code of ethics has even been introduced, which is partially or completely harmful. A harmful code of ethics introduces unethical standards of behavior that we cannot justify with any ethical theories or values. Basically it is a fixed notion that someone in the leadership of an organization can pursue goals other than ethical ones. In particularly serious cases, it may even be a covert form of command or chairmanship. There may be unknown, suspicious reasons for introducing very subjective norms of behavior into a corporate code of ethics. Most likely, such a subjective opinion was not discussed in the code of ethics, was not discussed with representatives of employers or with a team of employees. Even the author of the code with an ethical education would not have approved it if he himself was not a member of the company's management and did not pursue some selfish motives. It can be very difficult for the employees of an organization to accept a non-negotiable corporate code of ethics. If the corporate code of ethics, which is normative despite this inconsistency, is approved by the company's management (often only the top manager), then this is a hackneyed code of ethics. A code of ethics introduced in this way can very easily become a source of latent conflicts. Attempts to implement a code of conduct from a management position against the will of employees are usually accompanied by tension, which can lead to labor conflicts. Enforcement of a corporate code of ethics can be considered a form of command. It can also be covert measures by which the leadership of the organization wants to help keep themselves in leadership positions. In that case, it could be the chairmanship.

### **Acknowledgement**

This paper was supported by the grant IG-KSV-03/2022-12-33/IP The application level of applying an interdisciplinary approach in the investigation of current phenomena in selected areas of research.

### **References**

- [1] Beblavý, M. (2007). Ekonomický pohľad na škodlivosť korupcie a jej možné riešenia. *Ekonomický časopis* 55(7), 697-711

- [2] Gallena, J. T. (2016). Internal Control, Ethics and Hiring Process Towards Employee Theft Prevention for Cash. *Journal of International Scholars Conference - Business and Governance* 1(3), 85-93
- [3] Jones, N. L. (2007). A code of ethics for the life sciences. *Science and Engineering Ethics* 13(1), 25-43
- [4] Keller, A. C. (2007). Smith versus Friedman: Markets and ethics. *Critical Perspectives on Accounting* 18(2), 159-188
- [5] Kotzian, P. et al. (2020). Effective, but not all the time: Experimental evidence on the effectiveness of a code of ethics' design. *Business and Society Review* 126(2), 107-134
- [6] Leys, W.A.R. (1961). Attempting to Reduce Confused Nonsense of Business Ethics, *Business and Society* 1(2), 5-10
- [7] Rzyziński, R. (2021). Unnecessary and pointless introduction of a corporate aspiration code of ethics in some cases. *Scientific Bulletin of Odessa National Economic University* 11-12(288-289), 154-159
- [8] Spielthener, G. (2015). Why comply with a code of ethics?. *Medicine, Health Care and Philosophy* 18(2), 195-202
- [9] Wood, G. & Rimmer, M. (2003). Codes of Ethics: What Are They Really and What Should They Be?. *International Journal of Value-Based Management* 16(2), 181-195
- [10] Zemanovičová, D. et al. (2003). *Podnikanie verzus korupcia na Slovensku*. Bratislava, Slovakia: Transparency International Slovensko

# “I am afraid if my students can’t understand me.” - A Consciousness-Raising Approach to Teaching the Modal System

Thomas H. Goetz

## Abstract

Teaching the modal system through Consciousness-raising is a way of educating the learner about grammatical features using form-oriented activities. It can indirectly facilitate L2 acquisition. Through this approach, learners identify modal usage. Ellis advocates that learners transform input into intake to facilitate learner output, increasing the probability that the output will be comprehensible. As Swain points out, output facilitates acquisition by making learners aware of gaps, enabling hypothesis testing, and allowing learners to reflect on their performance and develop linguistic meta-understandings (Swain 1985). The following can elicit learner output: 1) Consciousness-raising for explicit knowledge, 2) feature focus exercises, and 3) focused identifying activities. In line with Ellis' theory, a pedagogical design was created to allow learners to facilitate input into intake. As learners comprehend, they draw upon their general knowledge. Measuring such involves a grammatical Consciousness-raising task on the modal system with a pre and post-test. *Moodle*, a widely available LMS, was the learning management system used for data collection. It is hoped that this approach will highlight a student's implicit and automatic grammatical knowledge rather than explicit and controlled knowledge. Preliminary results will be shared.

**Keywords:** Consciousness-raising, Hawthorne Effect, Solomon Squares, Moodle, modal system, English grammar, EFL, Japan

## Introduction

The title of this paper enshrines a well-worn sentence \*I am afraid if my students can't understand me. It is better to say, "I am afraid my students won't understand me." This paper examines the modal system for teaching English to Japanese college students, who may or may not become teachers in the future. Nevertheless, their professional business careers may require English for communication.

## Background

After Krashen's Input Hypothesis gained wide acceptance, ways of applying it evolved. In short, Krashen believes that during a period of silence, a child gets massive amounts of comprehensible input,  $i + 1$ . The child builds up competence as well as confidence through interaction. The more they can understand, the more they will feel comfortable when they begin to speak. Adult L2 learners, however, are not usually given the luxury of a silent period. Adults are asked to produce almost from the first day of the language class, which causes anxiety (Krashen & Terrell, 2011). Krashen argues that forcing learners to produce, be they children or adults, can be counterproductive, so learners revert to their L1 (Krashen, 1984: 27). To answer this problem is Consciousness-raising.

Consciousness-raising (CR) refers to teaching grammar in which instructions in grammar through drills, grammar explanation, and other form-focused activities are viewed as a way of drawing the learner's awareness of the grammatical features of the language. It can indirectly facilitate L2 acquisition. Consciousness-raising differs from traditional approaches in that it accommodates itself to the learner's place on the interlanguage continuum. It is practice-oriented (learner-centered) and not presentation-oriented (teacher-centered). In "The Role of Practice in Classroom Learning," Ellis states that there are two kinds of practice, controlled and accessible. Controlled practice takes the form of various drills, which require the mechanical production of specific language forms. This free practice involves the students engaging in simulated communication which has been set up to provide opportunities for using those forms (Ellis, 1988: 21). Controlled practice can have a delayed effect, especially in light of language's developmental and variational features (Ellis, 1988: 36). Student attitudes and motivational and social factors can explain shortcomings of practice. One factor which may explain why controlled practice appears to work is that the learner has already acquired the structure and the learner, therefore, feels confident and free to practice. And with controlled practice comes language acquisition. When controlled practice is credited with causing learning, it is often a developmental artifact, a positive example of the  $i + 1$  Input Hypothesis. What is an effective way of doing this?

In "Interpretation Tasks for Grammar Teaching," Ellis examines an alternative approach to grammar teaching based on interpreting input. This approach has three goals which emphasize helping learners to 1) enable learners to identify the meaning(s) realized by a specific grammatical feature, otherwise known as form-function mapping; 2) notice grammatical features in the input and comprehend their meanings; and 3) compare the forms present in the input with those occurring in learner output, or "noticing the gap" (Ellis, 1995: 94). A pedagogical application of this approach can be realized in a threefold application. In step one, the learners are required to comprehend input that has been specifically contrived to induce learners to attend to the meaning of a specific grammatical feature, in this case, the modal system. In step two, learners are greeted by a task to induce them to pay



careful attention to the critical properties of the target features. And step three is to have them perform a cognitive comparison task (Ellis, 1995: 94).

Theoretically, there are two types of knowledge at any learner's disposal: explicit and implicit. One can draw upon knowledge consciously or automatically. In "A Theory of Instructed Second Language Acquisition," Ellis assembles a theory of language acquisition that takes place in a classroom that is input based on the overall goal of automatizing L2 knowledge that had been explicit indirectly into implicit L2 knowledge (Ellis, 1994: 99).

In short, input has to become intake for the linguistic information to interact with the learner's interlanguage and facilitate output. The learner's interlanguage constitutes all the implicit knowledge of the L2 the learner has at their disposal. The role of explicit knowledge indirectly affects the transformation of input to intake and the probability of the learner generating comprehensible output. Explicit knowledge is consciously analyzed and exists independently of actual instances of use. Explicit Knowledge is knowledge about language. For the output to be made from a learner, Ellis argues in favor of a weak interface position. Under some conditions, explicit knowledge can become implicit. A learner is only capable of features compatible with the current or next development phase. Therefore, when learning implicit knowledge, the learner is involved in conscious attention to forms in the input (noticing and then comparing) to change that input into the intake. Learners must also integrate what they notice and compare into their interlanguage systems (integrating); this is likely to occur unconsciously. In short, the automatization of L2 knowledge, both implicit and explicit, can happen through controlled practice.

When learners practice, they need to produce language. Output has a role to play in this theory. According to Swain, output pushes learners to process language more deeply with more mental effort than input. Students' meaningful production of language should then have a potentially greater significant role in language development (Swain, 2000). It may force the learners to move from semantic processing to syntactic processing (Swain, 1985: 252). Swain suggests output aids acquisition in that it promotes noticing the gap, enables hypothesis testing, and learners may reflect on their output and thereby develop a meta-lingual understanding. For eliciting learner output, the following can be used: 1) Consciousness-raising for explicit knowledge; 2) feature focus exercises, such as interpretive tasks; and 3) focused communication activities.

As for the particular task or treatment, the preferred scheme for structure-based comprehension tasks is that found in Loschky and Bley-Vroman's "Grammar and Task-Based Methodology" (Crookes and Gass, 1993: 152). They argue that useful grammar has a task-utility of a particular structure. In other words, a grammatical structure will be helpful if it has a function in the learner's grammar. They claim the learner has to be in control of the task, both for comprehension and production. Therefore, they developed a scheme for structure-based comprehension tasks. Input

comes, and the learner has to notice the target and other distractors, then contextualize the features that distinguish its referents. Finally, there needs to be negotiated interaction and feedback in the feature context (152).

In the treatment section, learners facilitate input into intake. Through comprehension, learners are to draw upon their general background knowledge, a selected episode from Lewis Carroll's Alice in Wonderland (Carroll, 1994). In the short excerpt, Alice and the irate queen argue using many target modals. The student is to identify all the modals. Then, the next section focuses on the contextual features that distinguish referents. In the section after that, some sentences from the text have been altered, and others have been made up. The learners are to negotiate using their contextual features. The pedagogical design reflects a systematic and focused approach and application to Consciousness-raising for input to become intake.

### **Methodology**

Data collection in SLA, ESL/EFL research falls into two paradigms: qualitative and quantitative. These represent more than two relative extremes but terminals on the qualitative-quantitative continuum of research methodologies. A qualitative paradigm concerns understanding the acquisition of a second language from the learner's frame of reference. Data are collected from naturalistic settings, and there is no control group. Therefore it is highly subjective. On the other side is the quantitative paradigm that seeks to objectively quantify the facts or causes behind the facts of behavior with minimal emphasis on the role of individuals or conditions beyond the researcher's control. This way, the researcher is removed from the data and willingly maintains an outsider's perspective.

This study takes a quantitative approach, albeit with limitations. Here, causation is sought between control and treatment groups. The independent variable manipulated is whether or not a Consciousness-raising approach differs from a more traditional approach to teaching the Modal System as reflected on the dependent variable or the outcome. The results will be compared against the control group's performance. It is important to remember that the participants come from preselected classes. That being said, the overall structure may look experimental, but the generalization of results is limited due to a lack of complete randomization.

### **Pedagogical Design**

The design of this Consciousness-raising task is experimental, with the null hypothesis being tested. The null hypothesis holds that there is no difference in students' understanding and use of the modal system between those who received Consciousness-raising treatment and those who received explicit, teacher-fronted instruction.

The Solomon four-group design, a useful experimental design to investigate a pre-test's main effect and the interaction between the pre-test and treatment (van Engelenburg, 1999), is incorporated. The basic design of the experiment includes a pre-test, treatment, and post-test  $X_1 T X_2$ . The pre-test has a grammaticality judgment section - to probe how well the learner can judge the correct usage of the modals. This design would show change within a person. The measure is a Consciousness-raising task on the modal system, with pre and post-testing. This design may be modified into a repeated measures design.

To guard against the Hawthorne Effect does the pre-test itself alert students as to what will be important, the Solomon Squares (van Engelenburg, 1999) design offers a design with two treatment and control groups.

$X_1 T_{a1} X_2$

$\emptyset T_{a2} X_2$

$X_1 T_{b1} X_2$

$\emptyset T_{b2} X_2$

The pre-test between sections one and two are the same, which permits a much more comprehensive null hypothesis while working with intact groups.

$H_0 T_{a1} = T_{a2}$  and  $H_0 T_{b1} = T_{b2}$

If this condition can be met, the pre-tests may be dropped altogether, and what remains two experiments in one; a replication is built into the experimental design.

## Subjects

Participants included four classes of students enrolled in a university in Northern Japan. All are at the CEFR A-2 or B-1 levels. The treatments were assigned as an online activity. All students, non-English majors, have a positive outlook on their English studies. There were two first-year and two second-year classes. Given the need for four groups, first-year students were members of the control and treatment groups without the pre-tests. The second-year students were given the pre-tests, control or treatment, and post-test. The rationale here is to test for the Hawthorne effect.

## Treatments

There were two treatments. The control included a Youtube video about the Modal system (Learn English with Rebecca · engVid, 2017), followed by a worksheet adapted to Moodle that would test for Bottom-up skills with the Modal system (Rosmanitz, 2022, p. 007). The second treatment was a Consciousness-raising lesson based on [Alice in Wonderland](#) about the Modal system. Should the null hypothesis for the post-tests of both groups be accepted, the Hawthorne effect can be dismissed where  $T_{a1}=T_{a2}$  and  $T_{b1}=T_{b2}$ .

X<sub>1</sub> T<sub>a1</sub> X<sub>2</sub> N=14 - 2nd Year

Ø T<sub>a2</sub> X<sub>2</sub> N=16 - 1st Year

X<sub>1</sub> T<sub>b1</sub> X<sub>2</sub> N=15 - 2nd Year

Ø T<sub>b2</sub> X<sub>2</sub> N=13 - 1st Year

The second-year students received the units requiring the pre-test.

### **The Pre-test and Post-test**

The pre and post-tests are the same. About instrumentation: Moodle is a learning management system that can run simple psychology experiments in cognition and applied linguistics. It is handy for devising quizzes and recording the time needed to accomplish a quiz. In short, this experiment is created by administering twenty-five stimuli, each describing an event (sentence), series of events, or linguistic contexts to be presented to the subject. These trials are run randomly.

### **Pre and Post-Test: Grammar Judgement**

Directions: If a sentence is correct, select *Good*. If not, then select *Bad*.

He can to go. *Error: present ability*

Clotilda should not stay. *advice*

Ann said that she must to work. *Error: obligation*

Fred must have heard her say that he could get a raise. *certainty and past ability*

Oh, yes I could very much. Thank you. *Error: request verification*

You may leave the room. *future possibility*

We can should study hard for the exam. *Error: present ability/advice*

I might be able to go to the game. *future possibility*

Should I bring anything? *advice*

I am not able to must go on my tennis club's ski trip. *Error: present ability*

You should buy some salt and pepper. *advice*

It must have be night time. *Error: past certainty*

I'm sorry, you must not to speak Japanese. *Error: obligation*

I must meet Margo at 7:00. *obligation*

Will you like some cake and ice cream for dessert? *Error: request*

- May you fix this bicycle, please?      *Error: request*
- I couldn't pick up the tickets last night.      *past ability*
- Mike cans help you with your homework.      *Error: present ability*
- Can you tell me how to get to Martz Chevrolet?      *present ability*
- We should study lots for that class last term.      *Error: advice*
- They should have warned us.      *advice*
- I will prefer to stay.      *Error: request*
- I shouldn't have told her.      *advice*
- I could read at an early age.      *past ability*
- You will can go there.      *Error: future possibility*

### **Pre and Post-Test: Output**

This part is at the end of the pre and post-tests. The three questions cover the modal system's present, past, and future aspects. The manner of grading is relevant to implicational scaling. Moodle's auto-grading essay was used to count words at 40% of the grade and then search for modal words at 10% per item.

The directions were given in both their L1 and L2. The three questions are as follows:

*Write about your abilities, things which you can do very well, and explain why.*

*Write about what you enjoyed doing as a child and explain why.*

*Write about the things you will possibly do in your retirement years and give reasons why.*

### **The Treatments**

Two treatments are needed to satisfy the Solomon Squares setup. The first treatment is the control which requires the participants to watch a Youtube video about Modals and then complete two Moodle versions of a Bottom-up worksheet.

can't shouldn't might not mustn't might must have can't have must

**Complete by matching the words with the spaces provided.**

That pizza was gigantic. I'm sure Mary  eaten it all.

Nobody was able to tell the police who that man was, so he  be someone from here.

Be careful when you walk across that old wooden bridge. It  be very safe.

I see you haven't finished your homework yet. It  be very difficult, then.

You  touch the oven! It's very hot, and you  hurt yourself.

They are putting the suspect into the police car. The police  arrested him.

I don't know where he is. Take a look in the garage. He  be there.

You  do any more training today. You look so tired. Take a break!

I can't see very well but that  be Claire over there. At least, she looks like Claire.

Everyone scored over 95% in the first test, so it  been so difficult.

Figure 1. One of two Bottom-up Skills Worksheets for the Modal System

The second treatment is the Consciousness-raising unit designed to elicit learner awareness of the Modal system. The students in this group also watched the same Youtube video but were then to identify all the places about possibility and probability. The aim is to develop an awareness of how the modal system works within a narrow set of parameters. Grammar rules are not taught explicitly. The students can attempt the quiz three times as they wish and receive feedback, receiving an average score on their attempts.

**Step 1: Comprehension**

**Directions: Identify all phrases or sentences about possibility and probability by selecting a P. If not, then select ∅.**  
可能性と確率に関するすべてのフレーズまたはセンテンスをPを選択して識別し、そうでない場合は∅を選択します。

"There's certainly **P** much pepper in that soup! It will **P** ke me sneeze." Alice said **∅** herself, as well as **P** could before sneezing. There was so much **∅**pper in the air that even the Queen sneezed. The only others who **∅**re not sneezing were the cook and a large cat grin **∅**g from ear to ear.

"Plea **P** would you tell me," said Alice, "why your cats **∅**ns like that?"

"It's a Cheshire cat," said the Queen, "and **∅** it is why."

"I didn't know that Cheshire cats always grinned; I didn't know **P** cats could grin."

"**T** **P** all can," said the Queen; "most of **P** m do and will."

"If I ma **P** y, I don't know any that do," Alice said ve **∅**lutely.

Figure 2. The first of two tasks of identifying possibility and probability.

They were then to show their learning, such as forming new rules and experimenting with the input in ways that will provide the most immediate benefit for them. There were two tasks. The first is to read a short explanation of modal

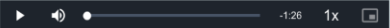
rules and then follow up with a modal identifying task based on Alice in Wonderland.

Directions: The text uses the following verb forms: please study them.

- (1) Present simple tense (e.g. 'is')
- (2) may/might + verb → noun phrase (e.g., direct object or a prepositional phrase)
- (3) can/could + verb → noun phrase
- (4) will/would + verb → noun phrase
- (5) may, can, will + no other verb (an intransitive verb)

will sneeze tell can grin could may sneezing go round would

Now look at the text again and listen. Select which modals and verbs are used.



"There's certainly too much pepper in that soup! It  make me .

Alice said to herself, as well as she  before .

There was so much pepper in the air that even the Queen sneezed. The only others who were not sneezing were the cook and a large cat grinning from ear to ear.

"Please,  you  me," said Alice, "why your cat grins like that?"

"It's a Cheshire cat," said the Queen, "and that is why."

"I didn't know that Cheshire cats always grinned; I didn't know that cats  .

"They all .

" said the Queen; "most of them do and .

"If I  say, I don't know any that do," Alice said very politely.

"You don't know much, said the Queen, "and that's a fact."

Alice did not like the tone of this remark and thought it  be as well to introduce some other subject of conversation. But while she was thinking, the cook suddenly began throwing everything within her reach at the Queen and the baby.

"Oh, please mind what you are doing!" cried Alice in terror and agony.

But the Queen said, "If everybody minded their own business, the world   a deal faster than it does."

Figure 3. Students determine which modals and verbs go where.

This task asks students to listen, read, and place into position modals and verbs. The Moodle quiz allows students to receive immediate feedback without penalty. That way, they can interact and develop their awareness as they work. The advantage is that their attention is focused, and they can establish their own form-function maps.

### Consciousness-raising - Error Identification

The directions ask students to identify errors and ungrammatical.

*"It would be an advantage I will add."*

*"They all can to grin," said the Queen.*

*"It must have been all that pepper in the air!" said the cook.*

*"May you stop throwing all those things, please!"*

*"The world could stop spinning whenever it wishes, but it still spins."*

### **Consciousness-raising**

Students are prompted to write about their understanding of when "can/could" and "will/would" are used. The directions were offered in English and Japanese. The rationale is that while they have learned to read, many students' reading abilities have not reached the point where they are dependably reading to learn. By offering instructional language in their L1, the goal is to keep them focused on the tasks for their benefit and not lead to frustration. After this, the post-test was administered.

### **Evaluation**

The rationale is to maintain as much of an experimental design as possible. Randomization of students was limited to intact groups. However, with Moodle, items can be randomized on the pre and post-tests. The written components aim to uncover the students' grammatical knowledge, hopefully, more implicit and automatic than explicit and controlled. The post-test as an assessment is summative in that it appears at the end of the unit. The goal is to evaluate how much students have learned and how effective the unit has been. An Analysis of Variance shows that the second treatment, CR, brought about a more desired outcome than the first treatment, control. Moreover, the Hawthorne effect was not an issue.

### **Results**

The post-test results would indicate that the treatments for the control, grammar-based, Bottom-up lesson would not differ from the Consciousness-raising lesson. The results are significant.

### **One Way ANOVA test, using F distribution df (3, 53) (right-tailed)**

Source	DF	Sum of Square	Mean Square	F Statistic	P-value
Groups (between groups)	3	55.2636	18.4212	5.2651	0.002972
Error (within groups)	53	185.4318	3.4987		
Total	56	240.6954	4.2981		

Table 1. F table for a One Way ANOVA for the post-tests.

A One Way ANOVA test, using F distribution df (3, 53) (right-tailed) testing for the null hypothesis,  $H_0$ , was used. It was noticed that the two groups' averages are



considered to be not equal. In other words, the difference between the averages of some groups is big enough to be statistically significant.

The P-value, where it equals 0.00297211, means that the chance of type 1 error, rejecting a correct  $H_0$ , null hypothesis, is small: 0.002972, less than 0.3%. In short, the smaller the p-value, the stronger it supports  $H_1$ , showing statistically significant differences between the groups. The test statistic F equals 5.265136, which is not in the 95% acceptance region:  $[-\infty; 2.7791]$  (*Statistics Kingdom, 2017a*).

With a significant difference between the groups, a Tukey HSD / Tukey Kramer was run to compare the means, which indicated that the following pairs were significantly different: the control group with the pre-test differed from the Consciousness-raising group that did not have the pre-test, and Consciousness-raising group that did not have the pre-test differed from Consciousness-raising group that had the pre-test. Conducting a Consciousness-raising lesson, a pre-test, or an introduction to the lesson benefits the students.

Are the pre and post-tests for the control and treatment groups the same or different, and if different, where? Comparing the pre and post-test results indicate that the treatments for the control, grammar-based, Bottom-up lesson does not differ from the Consciousness-raising lesson. The results show a significant difference.

### One Way ANOVA test, using F distribution df (3, 56) (right-tailed)

Source	DF	Sum of Square	Mean Square	F Statistic	P-value
Groups (between groups)	3	1595.0802	531.6934	90.8937	4.441e-16
Error (within groups)	56	327.5787	5.8496		
Total	59	1922.6588	32.5874		

Table 2. F table for a One Way ANOVA for the Pre and Post-Tests.

A One Way ANOVA test, using F distribution df (3, 56) (right-tailed) testing for the null hypothesis,  $H_0$ , was used. It was noticed that the two groups' averages are considered to be not equal. In other words, the difference between the averages of some groups is big enough to be statistically significant.

By looking at the P-value, where it equals 4.44089e-16, it means that the chance of type 1 error, rejecting a correct  $H_0$ , null hypothesis, is small: 4.44089e-16, less than 14%. In short, the smaller the p-value, the stronger it supports  $H_1$ , showing statistically significant differences between the groups. The test statistic F equals 90.893677, which is not in the 95% acceptance region:  $[-\infty; 2.7694]$  (*Statistics Kingdom, 2017a*).

With a significant difference between the groups, a Tukey HSD / Tukey Kramer was run to compare the means, which indicates that the following pair was significantly different: the Consciousness-raising pre-test group differed from the Consciousness-raising post-test group. This illustrates the earlier findings that conducting a Consciousness-raising lesson, a pre-test, or an introduction to the lesson would benefit the students. Regarding the control group, there was no significant difference between student performance on their pre and post-tests.

### **The Hawthorne Effect**

The final consideration is if the Hawthorne Effect influenced the participants in both groups. This was accomplished by conducting a Two-Sample T-Test (Welch's T-test) for each group using the scores from the treatment sections. In both cases, the null hypothesis was confirmed, and the Hawthorne Effect can be dismissed as a moderating consideration.

For the control groups, the null hypothesis,  $H_0$ , was accepted. The difference between the sample averages of the two groups in the control group was statistically insignificant. The p-value equals 0.5074, ( $p(x \leq T) = 0.7463$ ), which means that the chance of type 1 error, rejecting a correct  $H_0$ , is too high: 0.5074 (50.74%). The larger the p-value, the more it supports  $H_0$ , the null hypothesis. T equals 0.6718, which is in the 95% region of acceptance (*Statistics Kingdom, 2017b*).

For the Consciousness-raising groups, the null hypothesis,  $H_0$ , was accepted. The difference between the sample averages of the two groups in the CR group was not big enough to be statistically significant. The p-value equals 0.09737, ( $p(x \leq T) = 0.04868$ ), which means that the chance of type 1 error, rejecting a correct  $H_0$ , is too high: 0.09737 (9.74%). The larger the p-value, the more it supports  $H_0$ . T equals -1.7265, which is in the 95% region of acceptance (*Statistics Kingdom, 2017b*).

In short, the Hawthorne Effect was not a factor for both groups, as demonstrated by using the Solomon Squares design.

### **Discussion**

A look at the treatment scores suggests that all learners had limited implicit knowledge of the Modal system. This was also affirmed in the pre-test scores. Their limitations, however, became apparent in the treatment scores for the control groups  $\bar{x} = 5.546$  and  $\bar{x} = 5.222$ . Their mean scores indicated an insignificant decline. In the pre and post-test writing component, the treatment groups outperformed their control counterparts with mean scores of  $\bar{x} = 6.997$  and  $\bar{x} = 7.980$ , respectively. According to Welch's T-Test, both groups' differences were also insignificant. Yet, in the pre and post-tests, when seen in the aggregate, significant differences were observed, especially in the treatment groups suggesting improvement.

At differing places in the data are mixed results, which ask whether it is necessary to teach grammar. This may be an example of L2 knowledge that had been explicit -

indirectly and is now implicit L2 knowledge. This confirms that L2 acquisition occurs in the classroom (Ellis, 1994: 99). Learners can pick up the Modal system. Krashen has said teachers should provide an  $i + 1$  learning, acquisition-rich environment. In this case, it is inside the  $i + 1$  zone (Krashen & Terrell, 2011). In light of observations made here, it can be said that 1) the L2 learner will learn something, but not everything, about the Modal system and 2) that grammar teaching is an appropriate classroom time. The zero approach to grammar remains an option, but a return to grammar instruction can happen, albeit with qualifications. The structural syllabus and a grammar-translation approach are not recommended, but the task-based communicative syllabus, supplemented with a grammar syllabus that utilizes Consciousness-raising, is (R. Ellis, 1995: 94).

While YouTube tutorials might be better than nothing, an actual hands-on set of tasks is better and, in this case, a Consciousness-raising lesson. To answer the question of what makes a task good, it can be said the Consciousness-raising tasks, which draw upon the learners' existing knowledge and direct their attention to areas of need, were more effective than the Bottom-up materials in the control group.

Are teachers from now to go off and author their own CR units and lessons? Hardly. While some may be up to that monumental task, the main point is for teachers to know and recognize what Consciousness-raising tasks look like in existing textbook materials. With the teacher informed and able to manage such, students will have greater benefits than teachers who cannot tell the difference.

## **Conclusion**

Consciousness-raising tasks can be applied to EFL learners' acquisition of the modal system. It is recommended that further research be done to focus on the output data of this experiment that appears in the pre and post-tests. These contain two parts, 1) the 25-item grammar judgment section and 2) the forced output writing section. As for the present study, pre and post-test scores were handled in the aggregate. But, the question now is to what extent was their variation in the writing component, if any. Moodle offers a systematic approach in that with the two Moodle plugins, the Self Correcting Essay, where expected features such as word length and lexical items are determined for recognition and set for scoring, and the Quiz Section data organizer, where data can be downloaded for analysis that would track learner performance within the writing sections, according to the particular questions, in both pre and post-test environments. The researcher is now at a level to ask how the learners applied their understanding of the Modal system in questions that required past, present, and future writing and then processing the data at the population level. The main point is now, with this approach, the days of manually counting data for the occurrences of the correct usage of the Modal system in present, past, and future contexts can be done digitally. In short, Moodle won't conclude about learner

proficiency in the Modal system, but it can count where learners are correct in its usage.

It is accepted that the Consciousness-raising approach where 1) grammar can be taught through controlled practice; 2) the student has to participate as fully as possible in constructing their own rules, and 3) the student has to produce the targeted structure in an automatic context that would show the structure's place in implicit knowledge aid in learner L2 acquisition to a significant extent. With further study on the writing, it is hoped that new observations will aid in the process of not only L2 acquisition but assist materials writers in creating meaningful L2 educational materials.

## Bibliography

- [1] *ANOVA Calculator—One Way ANOVA and Tukey HSD test.* (2017a). Statistics Calculators. <https://www.statskingdom.com/180Anova1way.html>
- [2] Carroll, L. (1994). *Alice in Wonderland and Through the Looking-glass and What Alice Found There.* Book-of-the-Month Club.
- [3] Crookes, G., & Gass, S. M. (1993). *Tasks and Language Learning: Integrating Theory and Practice. Multilingual Matters.* Multilingual Matters, Ltd.
- [4] Ellis, N. (1994). A Theory of Instructed Second Language Acquisition.”. In *Implicit and Explicit Learning of Languages.* Academic Press.
- [5] Ellis, R. (1988). The Role of Practice in Classroom Learning. *AILA Review*, 5, 20–39.
- [6] Ellis, R. (1995). Interpretation Tasks for Grammar Teaching. *TESOL Quarterly*, 29(1), 87–105.
- [7] Krashen, S. D. (1984). *Principles and Practice in Second Language Acquisition* (Reprinted). Pergamon Press.
- [8] Krashen, S. D., & Terrell, T. D. (2011). *The natural approach: Language acquisition in the classroom.* Phoenix.
- [9] Learn English with Rebecca · engVid (Director). (2017, November 2). *No more mistakes with MODALS! 3 Easy Rules* [YouTube English Lesson]. <https://www.youtube.com/watch?v=5Dq7lEw7CKM>
- [10] Rosmanitz, N. (2022). *Modal verbs—PDF Grammar Worksheet—B1—MOD007.* English Practice. <https://www.english-practice.at/>
- [11] Swain, M. (1985). *Communicative Competence Role of Input and Output.* Scribd. <https://www.scribd.com/doc/179356182/Swain-1985-communicative-competence-role-of-input-and-output-pdf>
- [12] Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 97–114). Oxford University Press.
- [13] *Two-sample t-test calculator (Welch's t-test).* (2017b). Statistics Calculators. <https://www.statskingdom.com/150MeanT2uneq.html>

- [14] van Engelenburg, G. (1999). *Statistical Analysis for the Solomon Four-Group Design. Research Report 99-06*. Faculty of Educational Science and Technology, University of Twente, TO/OMD, P.  
<https://eric.ed.gov/?q=ED435692&id=ED435692>

# Intergenerational Discourse: Its Essence and Features

**Jekaterina Sadovskaya**

Department of Language Studies,  
Minsk State Linguistic University, Belarus

## Abstract

Generations, their values and preferences, generational gap, generational conflicts are among the most urgent topics in modern society. They are studied by marketers, sociologists, philosophers, and psychologists as generational differences affect the purchasing ability and consumer behaviour, communication in the workplace, involve the issues of ageism and appropriate and fair treatment of various age groups. However, the phenomenon of verbal interaction of representatives of different generations as represented in written texts has not deserved proper attention and, therefore, has not been studied thoroughly. The study of intergenerational discourse may serve this purpose and fill in the existing gaps determining the scope of this research.

**Keywords:** generation, intergenerational, verbal interaction, discourse, communication

## Introduction

### Methodology

Intergenerational discourse relates to the verbal exchange of communicants belonging to different generations so the pool of examples for the analysis should represent intergenerational interaction. Illustrative contexts are frequently supplied by different corpora and literary works so the COCA – the Corpus of Contemporary American English – will be used as the database and source of material for analysis and illustrations along with examples from contemporary American literature.

Along with the texts produced by the representatives of different generations during their communication process which have not been given proper attention the concept of intergenerational discourse requires study and clarification So the methods of comparison (of dictionary definitions), deductive analysis, discourse analysis as well as content analysis will be applied.

## Results and discussion

The generational component permeates all spheres of life; so, such matters as the adoption of social media by different generational groups, the use of slang by youth, transmission of values have undergone scrutiny within the framework of intergenerational communication. The phenomenon is complex as “people from different age groups vary not only in their life experiences, but also in their communication goals, needs, and behaviors at different points in the lifespan. Likewise, age stereotypes and societal expectations, which may vary across cultures, can influence intergenerational communication. The discipline of intergenerational communication is interested in describing, explaining, and predicting these phenomena.” (Intergenerational Communication, n.d.)

Generation related issues have been described with the results presented, among others, in *Handbook of communication and aging research* by J. F. Nussbaum and J. Coupland (2004), *Understanding communication and aging* by J. Harwood (2007), the chapter *Challenges and opportunities for communication between age groups* by M. L. Hummert in *Handbook of intergroup communication* (2012), *Intergenerational communication across the life span* by A. Williams and J. F. Nussbaum (2013), *Generation, Discourse, and Social Change* by K. R. Foster (2013), etc. The book *Mezhpokolencheskaja komunikacija (Intergenerational Communication)* by A. Romanov and PhD research titled *Mezhpokolennoje vzaimodejstvie v rasshirenyh semyah (Intergenerational Interaction in Expanded Families)* by S. Dudina published in Russia 2018 and 2015 respectively address similar issues.

The above-mentioned works place emphasis on such issues as age determined problems and differences (health, lifestyle), age segregated conversations, online literacy, patterns of behaviour typical of a specific age, distinct generational needs and wants along with some other communication peculiarities of specific generation groups. However, they neither analyse the conversations between the communicants belonging to different generational groups nor make a distinction between intergenerational communication and intergenerational discourse. The term *intergenerational communication* is not clearly defined while the term *intergenerational discourse* is hardly mentioned. This research has uncovered three considerations for that (as described below); it has also identified the features which allow to distinguish between generational, intergenerational, and intragenerational.

The first issue that arises when one turns to the verbal interaction of different generations is the choice of the proper term for the naming of the phenomenon. The choice depends on various factors, Firstly, the two widely used terms *intergenerational communication* and *intergenerational discourse* differ in their length of life. Search for the start of the usage of the term *intergenerational communication* uncovered that it came into use in 1905. The term *intergenerational discourse* was introduced half a century later, in 1960. Thus, the discrepancy in the

length of the usage of the two terms determines the wide-spread and bigger popularity of the term *intergenerational communication*.

Secondly, the choice of the term can be determined by the terminological tradition and spheres of the application of the term. The search on Google demonstrates that the term *intergenerational communication* is frequently used, as the first five pages of the search already offer an abundance of plenty of works (books, articles, YouTube videos) dealing with different aspects of the interactions of different generation groups. The Google search for *intergenerational discourse* is limited and finds fewer than 10 titles two of which are the papers published by the author of the present paper (*Intergenerational Discourse in Modern Classroom* and *Use of Stylistic Devices in American Intergenerational Discourse*) respectively. So, the use of the term *intergenerational discourse* is currently quite limited while *intergenerational communication* can be the preferred choice among scholars.

Thirdly, it seems justified to look at the essence of the terms *communication* and *discourse*. The comparison of definitions from a variety of dictionaries from different historical periods allows to see similarities in the treatment of the two terms. For instance, *Webster's New World Dictionary* treats *discourse* as *communication* (compare: *discourse* "1. Communication of ideas, information, etc., esp. by talking; conversation 2. A formal treatment of a subject, in speech or writing (Webster, 1975, p.215) vs *communication* "1. a transmitting 2. A) a giving or exchanging of information, etc. by talk, writing, etc. b) the information so given 3. close, sympathetic relationship 4. A means of communicating...5. ... a) the art of expressing ideas." (Webster, 1975, p.152)) Another renowned dictionary *Oxford Advanced Learner's Dictionary of Current English* differentiates the two terms by giving more weight to *discourse* as a serious study (compare: *discourse* "1 ... a long and serious treatment or discussion of a subject in speech or writing ... 2 ... the use of language in speech and writing in order to produce meaning; language that is studied, usually in order to see how the different parts of a text are connected" (Oxford Advanced Learner's Dictionary, p.434) vs. *communication* "the activity or process of expressing ideas and feelings or of giving people information." (p.304 Oxford Advanced Learner's, p.304))

*Collins COBUILD English Language Dictionary* follows the definition offered by *Oxford Advanced Learner's Dictionary of Current English* as it treats *discourse* as "a serious talk or piece of writing which is intended to teach or explain something..." (Collins COBUILD English language dictionary, 1987, p.400) while providing the second definition similar to that from *Merriam-Webster's New World Dictionary*, "Discourse is spoken or written communication between people, especially serious conversation about a particular subject... If someone discourses on a subject, they talk in an authoritative way about it." (Collins COBUILD English language dictionary, 1987, p.400) The definition of *communication*, on the other hand, coincides with the definition from *Merriam Webster's New World Dictionary*, "Communication is the



activity or process of giving information to other people or other living things, using signals, such as speech, body movements, or radio signals.” (Collins COBUILD English language dictionary, 1987, p.279) So the above provided definitions from dictionaries demonstrate that communication aims at providing and exchanging information while discourse is seen as the language, the use of it in the process of meaning production and is connected to the authority of the speaker.

When choosing the term, one should also be aware of two more considerations. Firstly, the wide-spread use and popularity of the term *communication* in different spheres has drawn certain criticism over the years, “Communicate, communication 1. Terms of considerable popularity, especially when they are much used in educational institutions... the words are said to be overused or pretentious or unnecessary ... Copperud 1980 is disturbed by their invasion of schools of journalism, and Edmund Wilsop, in *The Bit Between My Teeth* (1965), expresses nearly the same concern in a wider perspective ... Janis 1984 objects to *communication* when it does not imply reciprocity (Merriam-Webster, 1989, p.265) so this to a certain degree discourages the use of this term. Secondly, this research looks at the dictionary definitions of the two terms but does not delve into the study of the discourse seen as power by M. Foucault (*The Order of Things*, 1970), for example.

The use and application of the term *discourse*, on the other hand, has not drawn such criticism yet and its treatment depends on the school of thought the scholars represent. However, one of the most authoritative in the field is the definition of discourse offered by M. Foucault, “discourse ... is the matrix of texts, the specialized languages and the networks of power relations operating in and defining a given field.” (*The Icon Critical Dictionary of Postmodern Thought*, 1998, p.245) Thus, if one is involved in the study of the corpora of specific texts (e.g., related by topic) and into account that the interest of the researcher lies specifically in the study of the texts produced within the frame of the interaction of different generational groups and the language used in the interaction of generations *discourse* seems to be a more precise term for the naming of the verbal interaction of communicants belonging to different generations.

The definitions of *intergenerational discourse* and *intergenerational communication* simultaneously applied to interactions between individuals from different age cohorts may also refer to different notions. For instance, “many family interactions, including those between a parent and child or a grandparent and grandchild, can be classified as intergenerational communication. Intergenerational communication also occurs outside of the family. Indeed, any communicative interaction between a child and a middle-aged or older adult, a young adult and a middle-aged or older adult, and a middle-aged adult and an older adult is classified as intergenerational communication. Thus, many interactions that occur in daily life, including those at home, school, the workplace, and other social settings, involve intergenerational

communication.” (Intergenerational Communication, n.d.) The definition specifies only that this type of communication is based on the involvement of communicants belonging to specific groups. However, other specifics of this type of interaction have been omitted so it makes it possible to say that *intergenerational communication* is treated in a simple manner as an activity or process that involves the giving/exchanging of information (along with the characteristics of the sender and the receiver, the message, the feedback, the communication barriers, etc.).

Some scholars concentrate on discourse only identifying specific discourse features. K. Foster (2013) makes a connection between discourse and generation as the scholar believes that generation should be interpreted as the shaper and a marker for discourses (which are generational) as well as common sense. Secondly, she finds that generation can be treated as a discourse itself as it represents the experiences of generations,

“Okay,” Paul replied, “but what’s the problem? As I see it, more generations mean more available workers.”

“That’s a good point,” David responded. “But what most people overlook is that each generation brings its own set of values, beliefs, life experiences, and attitudes to the workplace, and that can be the problem. Take **your generation, the Traditionalists**. You grew up under the shadow of the Great Depression and felt lucky to have jobs. If we have learned one thing in the research, it is just how strong Traditionalists’ beliefs are when it comes to patriotism, hard work, and respect for leaders, among other values they bring to the workplace.”

Paul nodded.

“Now, compare that to my generation,” David continued.

Paul eyed David’s T-shirt and parachute pants “travel ensemble.” “Hmm, and exactly what generational would that be?” he queried with a raised eyebrow.

“**Generation X**,” David responded proudly. “We grew up seeing too many businesses downsize or merge, and we learned that the last thing we could trust was the permanence of the workplace. Let’s face it, by the time we hit the job market, the employer-employee contract was already out the window and Social Security was headed down the toilet. And it sure didn’t help that we’ve always been told we would never do as well as our parents had. As a result, we need to be recruited, rewarded, and managed differently from your generation if you have to make us a contributing, loyal part of your workforce.” (Lancaster, & Stillman, 2005, p.4)

The example is an illustration of the verbal interaction of individuals as determined by their belonging to a specific social group (generational cohorts in this particular case). The generational belonging is specifically (the Traditionalists, Generation X, your generation) identified. The dialogue involves the sender and the receiver from two different generations representing the generational experiences of the

communicants, making sense of generations' life accounts (K. Foster, 2013), and coming to respective conclusions. However, this context is not just an exchange of opinions (presented by a collection of sentences). Rather, it is a whole text produced in the process of verbal intergenerational interaction. The communicants' opinions are determined by their generational experiences, differences, and stereotypes so the text is seen together with the social and cultural milieu and background. Thus, it can be treated as the example of intergenerational discourse. The main identifier for this type of interaction is the belonging of the communicants to different generation groups, for instance,

“This is the difference between **your generation** and **mine**: we have no fight. When someone tells us there's no hope, we believe it, we adjust to it, we just try to make something tender out of whatever's left to us.” (Corpus of Contemporary American English, n.d.)

The speaker addresses the receiver emphasizing that they belong to different generations by separating their respective generations into 'your' and 'mine'. The interaction is enriched with the opinion provided by the speaker regarding the specific generational experience.

Intergenerational discourse co-exists with a number of other discourses determined by the belonging of the communicants to specific social groups which, among others, consist of people from different generations. These groups may include families, age cohorts, groups of individuals at educational establishments, such as teachers and students, etc. So intergenerational discourse should be separated from such discourses which, accordingly, may include age discourse, family discourse, as well as generational, and intragenerational discourses. The distinction is based on the identities of the communicants they choose to refer to when communicating with others.

Generational and intragenerational discourses are most similar to intergenerational discourse since they both contain a generational component (the generation of at least one participant of the interaction is identified). However, the other participant's identity as that of a member of a specific generation group is not revealed; the recipient is not identified either,

“The problem is **my generation** doesn't know where to start. We lack the imagination of a world without capitalism and a truly democratic form of government so many retreat to video games, partying, shopping, fantasy football and reality TV.” (Corpus of Contemporary American English, n.d.)

The dividing line between intergenerational and intragenerational discourses is the involvement of communicants from the same generation, addressing each other as the representatives of the same group,

"I kind of think those who dwell on the past are condemned to, you know - 4th TEEN GIRL: Relive it. TONY FRASSRAND, Correspondent: Why are people prejudiced, do you think? 3rd TEEN BOY: It's pretty much fear of the unknown I think, ignorance. 1st TEEN GIRL: I think as minorities **we** shouldn't be afraid to say what we feel. Because fear to communicate is just so stagnating. 4th TEEN BOY: **Everyone of us here, we're** friends and **we're** tight and **we** can talk and **we** feel comfortable talking to one another. But I think the main problem that **we** have, especially as teenagers, whether it be white, black, Chinese or anything, is just talking about, like stuff like this. If **we, our generation**, could learn to talk, you know, about what has happened in the past, how things are now, ideas that we could, **we** see or **we** think could help and change and everything, things'll be better. But it won't be until **we** learn how to talk to one another, communicate to one another, when things really will be better and really change and stuff like that. 4th TEEN GIRL: Yeah, it's kind of like the fear of the unknown. The more you don't know about something, the more you're scared of it. 4th TEEN BOY: Exactly. 4th TEEN GIRL: And so, once we can learn how to like communicate and just like learn about other cultures because it's really interesting and I mean, it helps a lot to understand where they're coming from. 4th TEEN BOY:..." (Corpus of Contemporary American English, n.d.)

The nature of the discourse is revealed through the emphasis on the inclusive "we", "our", "everyone of us here," and "our generation."

Identification of the belonging to a specific generational stratum can be done in several ways. The most common is the use of markers. Generations can be addressed with the help of collocations which include possessive pronouns as their constituent parts, for instance, *my generation*, *our generation*, or *your generation* (the structure of the collocation is: possessive pronoun + noun),

"Please. Find me a poll that shows **your generation** voting more liberal than **mine**, I dare you. I've got empirical data showing " most " of **your generation** to be self-centered, self-indulgent and irresponsible to the point of threatening the country's financial and military security." (Corpus of Contemporary American English, n.d.)

Another way of showing the involvement of two or more different generations is the use of the specific names of generational groups (with or without the earlier identified markers),

"Paul turned back to Lynne. "I assume you're **an Xer**, too?"

"I must admit to actually being **a Baby Boomer**," she responded blushing.

David rolled his eyes and wanted to grab an airsickness bag. "So, **Boomer**, what's your story?" Paul demanded.

"Well," answered Lynne, "**My generation** is different from **yours and David's**. When you've had to vie with eighty million peers every step of your career, you're bound to be competitive. We were raised by parents who convinced us we could

make the world a better place; as a result, we tend to be idealists. We came to the workplace with a strong desire to put our own stamp on things.”

“Yeah, I’ve definitely locked horns with a few of you in my workplace,” Paul confirmed with a nod of his head.” (Lancaster & Stillman, 2002, p.5)

Other possible indicators of the intergenerational nature of the interaction may involve collocations containing demonstrative pronouns (the structure is: demonstrative pronoun + noun), implicit referrals, etc.

## Conclusion

Thus, two terms, *intergenerational communication* and *intergenerational discourse*, are applied to identify the interaction of representatives of different generational cohorts. Intergenerational communication is a more popular and widely spread term. Scholarly texts and research into intergenerational communication deal with various generation-related issues such as differing life experiences, communication goals, and behaviour but do not dive into the analysis of the peculiarities of the messages and texts produced by the representatives of different age cohorts within the communication process. This is the goal of intergenerational discourse. The identity of the communicants representing different generations must be made evident in the process of communication. The revealed differing generational identity of the communicants involved in the verbal interaction allows to determine the nature of the interaction as intergenerational. Intergenerational discourse takes place both within and outside the family. The scope of the discourse is determined by the borders of the relations between the representatives of different generations. Intergenerational discourse should be separated from generational and intragenerational discourses. The distinguishing feature is the involvement of two or more generations as participants of the communication process. Such features of intergenerational discourse as the strategies and tactics used by the communicants, stylistic devices, and means of rhetoric have not received much attention yet and require further study.

## References

- [1] Dudina, S. A. (2015). *Mezhpokolennoje vzaimodejstvie v rasshirenyh semyah (Intergenerational Interaction in Expanded Families)*. Kostroma.
- [2] Foster, K. R. (2015). *Generation, Discourse, and Social Change (Routledge Advances in Sociology)* (1st ed.). Routledge.
- [3] Foucault, M. (1970). *The Order of Things*. Vintage Books.
- [4] Hornby, A. S. (2008). *Oxford Advanced Learner’s Dictionary of Current English*. (7th ed.). Oxford University Press.
- [5] *Corpus of Contemporary American English*. (n.d.). Retrieved October 29, 2022, from <https://www.english-corpora.org/coca/>

- [6] *Intergenerational Communication*. (n.d.). Obo. Retrieved October 29, 2022, from <https://www.oxfordbibliographies.com/view/document/obo-9780199756841/obo-9780199756841-0217.xml>
- [7] Lancaster, L. C., & Stillman, D. (2002). *When Generations Collide: Who They Are. Why They Clash. How to Solve the Generational Puzzle at Work*. Harper Business.
- [8] Romanov, A. U. (2018). *Intergenerational Communication*. Editorial URSS.
- [9] Sinclair, J. (Ed.). (1987). *Collins COBUILD English Language Dictionary*. Collins.
- Slim, S. (Ed.). (1998). *The Icon Critical Dictionary of Postmodern Thought*. Cambridge.
- [10] Merriam-Webster. (1989). *Webster's dictionary of English usage*. William Collins+World Publishing Co. (Inc. 1975).
- [11] *Webster's New World Dictionary*. (Second Concise Edition). Houghton Mifflin Harcourt.

# **The Opinions of Teachers and School Leaders on the Improvement of the Evaluation Process and the Influencing Factors in the Teacher Evaluation Process!**

**Klodiana Leka**

## **Abstract**

The purpose of this article is to analyze the opinions of teachers and principals and to bring valuable facts on the perception of teachers regarding the evaluation that is given to them from the professional side, as well as on the perceptions of school principals on how this evaluation affects the improvement of teacher performance and increasing the quality of education in schools. This study aims to reflect the way teachers and school leaders perceive the evaluation policy towards them, the quality of this process, as well as the influencing factors in the teacher evaluation process. The purpose of this study is to discover and analyze the perceptions of teachers and school leaders about the teacher evaluation process, as well as to determine how this process can be improved. In order to give a more complete overview of the perceptions that teachers and leaders have about evaluation as well as the factors that influence this process, as well as to reach the most realistic findings and conclusions that serve the achievement of the research objectives, quantitative methods were used, as well as the analysis of primary and secondary data. The survey with teachers and leaders was carried out in some of the main and largest districts of the country such as Tirana, Durres, Korçe, Elbasan, Shkoder, Lushnje, Vlore and Fier, which make up the study population.

**Keywords:** teacher, evaluation, performance, teaching quality, school leaders

## **Introduction**

Evaluation is only one component of a teacher's comprehensive growth and development system and as a process involves many interest groups whose roles and responsibilities are intended to support and improve student learning. Being such a complex process, for the design and implementation of useful evaluation programs, it is necessary to recognize two basic points: preparation and employment, that is, the professional side, subject knowledge, pedagogical knowledge and professional teaching skills that are indicators of teacher efficiency..

Teacher evaluation, as a process that affects the professional development of teachers and the decisions they make regarding their careers, aims to improve professional practices. Two types of evaluation come in handy for improving individual practices and for decisions about how to teach: formative and summative. By means of these evaluations, teachers who experience problems with the fulfillment of their tasks are assisted by training and counseling services for the organization, design, planning and presentation of lessons. In this way, teachers can have a positive perception on evaluations and improve their professional skills by increasing the quality of teaching.

The current discourse on teacher evaluation policies, not only in Albania, is immersed in a rewarding and corrective framework that very often aims to:

1. To measure the efficiency of each teacher
2. Categorization and ranking of teachers
3. Reward the best
4. Remove those who perform poorly

Such a simplistic approach not only ignores the complexity of teaching, but also dilutes the true purpose of teacher evaluation, because the primary purpose of teacher evaluation should be to strengthen knowledge, skills, attitudes, and classroom practices of professional teachers, serving both as a stimulus for learning and students, as well as to inspire the teachers themselves.

The purpose of this paper is to discover and analyze the perceptions of teachers and school leaders about the teacher evaluation process, as well as to determine how this process can be improved to better serve the purpose for which it is used, that is, the professional development of teachers.

To achieve the goal of this article, research objectives and questions have been defined.

- To reflect the way teachers and school leaders perceive the evaluation policy towards them.
- To analyze the influencing factors in the teacher evaluation process

Exploring in a general plan several aspects directly related to the policy, testing and evaluation of professional skills and teacher performance, this study aims to analyze the ways of perception of teachers and principals about teacher evaluation.

### **Literature review**

Teacher evaluation in education is not new. However, more than ever before in the history of education, teacher evaluation is a front and center topic in the United States (Darling Hammond, 2015), and all over the world.

The new teacher evaluation process requires systemic changes to the way the school operates. According to the study conducted by Bridges and Bridges (2009), the



success of changes is dependent on the actions of the individuals involved, while Kilgore and Reynolds (2011) propose that in order for change to be successful, people must change their perceptions and their actions.

Santiago and Benavides (2009) assert that teacher evaluations, guided by improvement goals, are likely to foster supportive environments with school leaders providing a culture where mutual feedback is given and received.

Furthermore, Hanushek & Rivkin (2010), on their research on teacher evaluation, confirm that good teachers enhance student learning and according to Heyburn, Lewis, & Ritter, (2010) teacher evaluation is driven partly by government policies.

The methods used today for teacher evaluation rely heavily on teachers' input to the system and reflect the way educators think about teaching at that time (Danielson & McGreal, 2000). Thus, teacher performance on evaluation is not related to student achievement in any specific way. In this context, a formative system for teacher evaluation should include a number of ways and methods, which should be combined with each other. Multiple sources are more reliable than a single source.

## **Methodology**

This study refers to the use of primary data that is collected through questionnaires conducted with teachers and school leaders and secondary data from the review and detailed analysis of a literature on evaluation of teachers based on similar studies of other countries.

The questionnaire of teachers and school leaders was conducted in the main cities of Albania, such as Tirana, Durres, Korca, Vlora, Elbasan and Fier, which make up the study population.

The sample of the study is 1,100 teachers and the information gathered through the questionnaire was analyzed through the computer program SPSS 25 in order to obtain a more complete and professional analysis.

## **Findings**

From the results obtained from the surveys, it appears that approximately half of the teachers are aware of the important role of evaluations in the development of teachers as a whole, but they emphasize the fact that the improvement of the teacher evaluation system should focus on a real evaluation of them. They also emphasize the need for training and meetings to exchange experiences. The development of open hours is seen as a component of evaluation, which should be more frequent and carried out by professionals, where not only their experience is evaluated, but they are also developed professionally with the best models.

They also seek and evaluate the communication of evaluations, demanding that they be clear and more concrete. Very significant and necessary, and not at all outdated as an idea, are their opinions regarding the holding of presentations by experienced

teachers to give concrete models or requests for more information, as well as the unification of teaching texts, etc.

Teachers have also not overlooked the improvement of educational policies, the impact of which can be both in short-term periods, but also in long-term periods. Online evaluations or even the recording of this entire process are two other elements that are required as a necessity by a significant part of them as this serves as an overview of their work in all the movements that the teacher makes.

Open and transparent evaluation is required by 1.1% of them, even more observations in the classroom during lessons, as well as direct communication with the evaluator, would be other elements that would serve to increase and improve this process step by step. Also, two really concrete opinions from the teachers' side are related to: the stimulation of teachers with good performance, their salary, as well as the creation of the status of the teacher as for the entire public administration.

While the leaders also expressed proposals that should be made in the future, regarding the evaluation process, 17.6% of the leaders think that it should be clear and carried out by professionals in the field and also qualified. 6.3% think that the evaluation should be carried out with productive methods, while another 8.8% think that it should be put into the electronic system, thus serving as an important data base for the activity of teachers. There are also those leaders who think that in the future there should be not only evaluations from the school or Local Education Office, but also at the national level as well. It is required, by almost everyone, that these evaluations are unified and effective, thus making the process valid and reliable at the same time.

In Article 58 of the National Law, the Director organizes a) the dissemination of teachers' experiences in training 3 days a year to other teachers; b) professional help of more experienced teachers to younger teachers. The leaders of the educational institution: a) observe lessons, tutoring hours, meetings of subject teams, meetings of tutor teachers with parents, extra-curricular activities; b) organize the development of questionnaires with pupils and parents. School leaders conduct mini-tests as a basis for professional conversation with teachers and the organization of help for them.

From the observations made in the schools where the study was carried out, it was seen that the school directorates have drawn up work plans for the observation of lessons, those of thematic control for the daily plans of teachers, discipline at work as an integral part of their work, in accordance with article 58 of the Normative Provisions, 2013. In general, in these plans, the theme of the observed hours is related to the objectives of the annual school plans.

School leaders use a format for observing lessons, which is based in part on the indicators and instruments of the "School Internal Inspection and Evaluation" guide.

They do not practice repeated checks for the tasks left and do not take measures to improve the identified situation. The school leaders use the data of the findings during the observations, mainly, for the evaluation of the annual achievements of the teachers, but they do not discuss these findings with the relevant subject team to motivate/encourage the teachers, in order to improve the achievements of the students. They do not document and disseminate successful experiences to teaching staff. These data are also confirmed by the results obtained from surveys conducted in schools.

### Influencing factors in the teacher evaluation process

The discussion of the above data provides answers to the research question of this study, but since the selected sample did not have the same characteristics (age, seniority, qualifications, area where the school is located), the data analysis continues further showing us the connections that exist between these external variables with the evaluation process and the way it is perceived.

The fact that a teacher works in a rural or urban area affects the way the evaluation process is perceived, referring to the Chi Square test of independence as well as the Pearson Chi Square coefficient.

In the case of our variables, the data show that the value of Asymp.Sig. (2-sided) is 0.00, which shows that it makes sense to talk about the dependence of these variables, that is, the evaluation process as a whole depends on the location of the school, as shown in the following table:

**Table 1.** Chi Square Test related to the evaluation and the region where the school is located

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.050 <sup>a</sup>	4	.000
Likelihood Ratio	21.399	4	.000
Linear-by-Linear Association	10.718	1	.001
N of Valid Cases	1100		

In the same way, the seniority at work significantly affects the way of perception of the evaluation process, so here again we talk about the dependence between these variables, reaching the conclusion that the standards of teacher evaluation in the sense of their clarity, recognition and their acceptance form the teachers depends on the teachers seniority.

**Table 2.** Chi Square between evaluation standards and seniority

Seniority	Evaluation Standards					Total
	Never	Seldom	Sometimes	Often	. Always	
1 year	.1	1.1	7.5	18.2	10.1	37.0
2-5 year	.2	3.8	25.9	63.1	34.9	128.0

6-10 year	.4	5.9	39.5	96.1	53.2	195.0
11-15 year	.3	5.1	34.3	83.3	46.1	169.0
More than 16 year	1.0	17.1	115.8	281.3	155.7	571.0
Total	2.0	33.0	223.0	542.0	300.0	1100.0
Chi-Square Tests						
	Value	df	Asymp. Sig. (2-sided)			
Pearson Chi-Square	74.743 <sup>a</sup>	16	.000			
Likelihood Ratio	76.144	16	.000			
Linear-by-Linear Association	24.029	1	.000			
N of Valid Cases	1100					

Regarding the results of the survey, it appears that there are differences between the evaluations in city and village schools.

**Table 3.** *The evaluation tests depending on the area where the school is located*

Evaluation	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	6.497	.011	3.288	1098	.001	.180	.055	.073	.288
Equal variances not assumed			3.172	386.391	.002	.180	.057	.069	.292

Referring to the data in the table above, we see that the value of Sig.=0.011<0.05, which shows that the variances of these two groups of teachers are different. This fact is also confirmed by the values of DS (standard deviations as follows where DS<sub>village</sub> = 0.802 and DS<sub>cities</sub>=0.751. Based on which conclusion we now refer to the second part of the analysis of the comparison of averages, from which it can be seen that for t=3.172 and df (386,391), we have Sig. (2-tailed) = 0.002<0.05, which shows that there are statistically significant differences between these teachers regarding the opinion they have with the evaluation process.

The table below shows exactly this difference, from which it can be seen that  $M_{village} = 3.54$  and  $M_{city} = 3.72$ , so the evaluation of teachers in city schools is higher, compared to teachers who teach in village schools.

**Table 4.** Homogeneity test

Homogeneity test			
Evaluation			
Levene Statistic	df1	df2	Sig.
7.938	4	1095	.000

In the table it can be seen that the groups are homogeneous among themselves, but analyzing further through the ANOVA analysis, it is noted that the value of  $Sig.=0.633 > 0.05$ , which allows us to say that we cannot speak of statistically significant differences as far as it belongs to the evaluation of the teachers depending on the classes they teach.

### Discussion

The results obtained from the surveys emphasize the fact that the improvement of the teacher evaluation system should focus on a real evaluation of them. The necessity for training and meetings to exchange experiences is also emphasized. Open classes are seen as an evaluation component, which should be more frequent and carried out by professionals, where not only their experience is evaluated, but also they are professionally developed through the best models. Schmoker (2006) emphasized that professional development practices implemented in an efficient manner can affect school improvement, teacher effectiveness, and student achievement.

A clearer and more concrete communication of evaluations is also required.

The results obtained from the surveys emphasize the fact that the improvement of the teacher evaluation system should focus on a real evaluation of them. The necessity for training and meetings to exchange experiences is also emphasized. Open classes are seen as an evaluation component, which should be more frequent and carried out by professionals, where not only their experience is evaluated, but also they are professionally developed through the best models. Schmoker (2006) emphasized that professional development practices implemented in an efficient manner can affect school improvement, teacher effectiveness, and student achievement.

A clearer and more concrete communication of evaluations is also required.

Another important finding is the possibility of presenting papers in conferences by experienced teachers to present real models or requests for more information, as well as the unification of teaching texts, etc.

Teachers have also not overlooked the improvement of educational policies, the impact of which can be both in short-term periods but also in long-term periods. Online evaluations or even the recording of the whole process are two other elements that are required as a necessity by a significant part of them since this serves as an overview of their work in all their professional stages. It is important that the evaluation program be an ongoing component of professional development (Guskey & Sparks, 1996), just as students are assessed in the classroom, it is also important to measure effective teaching and professional program evaluations to ensure programs improvement (Loucks-Horsley, 1996; Guskey, 2000).

Authentic teachers' voices support research in the literature (Sparks, 2002; Darling-Hammond, 1990; Dufour, 1991; and Guskey, 1994; ), in the fact that effective professional development must include the following components: need for evaluation/empowerment; the head of the school as the instructional leader; support; engagement, active learning and high quality professional development; opportunities to learn new things and instructional strategies; collaboration and reflection among teachers; professional development differentiated by content, learning styles, also for adult learning; evaluation of professional development.

### **Conclusions and Recommendations**

According to the literature, few studies have explored teacher perceptions of their evaluation system. The purpose of this quantitative case study was to research teacher perceptions, and then present the summary, with conclusions and recommendations based on the findings from that research.

This study contributes to building an understanding between education leaders and teachers. This study contributes to the body of knowledge necessary to address the ongoing need of balancing teacher accountability and honouring the education profession.

A crucial determiner of whether a teacher will utilize the evaluation results or accept input for further growth is the teacher's perception of the evaluative process. There is minimal awareness and understanding concerning teachers' perceptions of their evaluation system and how those perceptions can positively inform evaluation processes in the future. Research about teacher evaluation has focused on the need for accountability and justification for or against state and district mandates that are connected to funding (Darling-Hammond, 2015). To address this limited research information about teacher perceptions, the researcher collected data and related the findings to the known literature on evaluations. The participants in this study shared both positive and negative perceptions and offered cautions and suggestions to educational leaders regarding future decisions with teacher evaluation.

Some recommendations for policy-making institutions

Teacher evaluation should be real and for the benefit of the teaching process; Therefore, evaluation should not simply be seen as something that should be done routinely or as a vain burden, but should be given the right importance and taken seriously to highlight the needs of teachers in the best interests of their professional development and the improvement of the education system in our country.

School leaders should try to cultivate a culture based on performance by observing teachers frequently. They should also hold regular talks with their teachers to discuss overall class performance and pupil progress, professional goals and development needs.

Teacher evaluation should be a part of strategies for improving school.

### **Bibliography**

- [1] Bridges, W., & Bridges, S. (2009). *Managing transitions: Making the most of change* (3rd ed.). Philadelphia, PA: Da Capo Press.
- [2] Danielson, C., & McGreal, T. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
- [3] Darling-Hammond, L. (1990). Teaching and knowledge: Policy issues posed by alternative certification for teachers. In W. D. Hawley (Ed.), *Peabody Journal of Education*, 67(3), 123-154.
- [4] Darling-Hammond, L. (2015). *Getting teacher evaluation right: What really matters for effectiveness and improvement*. Teachers College Press.
- [5] DuFour, Richard P. 1991. *The principal as staff developer*. Edited by Dennis Sparks. Bloomington, IN: National Educational Service.
- [6] Guskey, T. R. (1994). Professional development in education. In search of the optimal mix. Annual Meeting of the American Educational Research Association, New Orleans.
- [7] Guskey, T. R., & Sparks, D. (1996). Exploring the relationship between staff development and improvements in student learning. *Journal of Staff Development*, 17(4), 34-38.
- [8] Guskey, T. R. (2000a). *Evaluating professional development*. Thousand Oaks, CA: Corwin.
- [9] Hanushek, E. A., & Rivkin, S. G. (2010). Generalizations about using value-added measures of teacher quality. *American Economic Review*, 100, 270-271
- [10] Heyburn, S., Lewis, J., & Ritter, G. (2010). *Teacher incentive fund grantees*. Nashville, TN: National Center on Performance Incentives, Vanderbilt University.
- [11] Kilgore, S., & Reynolds, K. (2011). *From silos to systems: Reforming schools for success*. Thousand Oaks, CA: Corwin Press.
- [12] Loucks-Horsley, S. (1996), The design of templates as tools for formative evaluation. *New Directions for Evaluation*, 1996: 5-24. doi:10.1002/ev.1045

- [13] Santiago, P., & Benavides, F. (2009). Teacher evaluation: A conceptual framework and examples of country practices. retrieved from <http://www.oecd.org/education/preschoolandschool/4456>
- [14] Schmoker, M. (2006). Results NOW: How we can achieve unprecedented improvements in teaching and learning. Alexandria, VA: ASCD
- [15] Sparks, D. (2002). Designing powerful professional development for teachers and principals. Oxford, OH: National Staff Development Council



# Culture in Story-Telling: The Case of American and Pakistani Story Pals

**Sanaa Riaz**

Prof. Dr. at MSU Denver, USA

## Abstract

In 2016, a Colorado-based American non-profit organization working on providing free education to children living in the slum areas of Sheikhpura, Pakistan initiated a PenPal program between middle-schoolers at a Carbondale community school, a charter school in a middle to upper-class income neighborhood with middle-schoolers at the Sheikhpura non-profit school for underprivileged children. Volunteering with the organizations, the author initiated a co-construct story program between each student pair at the schools as a way to examine how children engage in meaning-making through shared symbols and narrate through their created characters and scenarios the personal experiences of their cultural environments. This paper is a content analysis of the co-constructed stories to highlight themes of sense of self, cultural capital, cultural influences, and conflict resolution in children's narratives.

**Keywords:** Story-telling, content analysis, cultural influences, self-identity, cultural capital.

## Introduction

In Sheikhpura, Pakistan, a Colorado-based non-profit organization working on providing free education to children living in the slum areas ran a free school for underprivileged children. The co-construct story program was started with the aim of creating an opportunity for these students to communicate and make friends with students studying in a completely different country and cultural environment, the Carbondale community school in Colorado, U.S.A. Parents and educators at the American school in turn wished that their children learn with children growing up in other cultures. Students needed to compose their story portions and proof-read them with the help of the teachers in an hour and then wait for students in the other country's school to continue their stories by elaborating on the same protagonists and characters and the setting. Middle school is an important phase in holistically nurturing the academic, professional, personal and social skills of students. The aim of the project was to build students' creative writing skills in English at the

Carbondale community school (hereon noted as CS) and in Urdu, Pakistan's national language, at the Sheikhpura school (hereon noted as SS).

### **Literature Review**

Walton and Davidson (2017) listened to over 3,000 elementary school children tell their experiences through stories as a way to examine how children understand their social world at various developmental stages. The way children describe a scenario, mediate conflict, build relations, find support and resolve crises in stories can provide valuable insight to parents, teachers and researchers on how they absorb various social and personal experiences and negotiate their individual and social selves. This paper presents a content analysis of the stories to highlight how the fantasy characters and scenarios the CS and SS in pairs create highlights the way they absorb their daily life routines and social relations. The paper prioritizes a qualitative content analysis so as to bring out the nuances of identity construction, relations and worldviews of CS and SS students through their stories. The paper adopts a top-down approach by situating the story texts in relation to the cultural influences that shaped each student's contributions, and a bottom-up approach in noting narrative features such as the movement of the story and the turns and twists in plots students continued in each other's stories (Bradford, 2016).

Krueger (2015) notes stories as an important medium for conducting qualitative research as both their structure and emotional aspects provide insight on themes, emotions and the cultural lives of those telling them. He argues that stories, precisely because they are not descriptions bring out constructed ideas of the story-teller and how they hold attention, maintain flow and movement, and progress a story. These elements provide rich insight on the way a story-teller weaves in their memories and individual experiences as they navigate uncertainties and climaxes. The stories middle schoolers wrote in each pair followed the basic structure highlighted by Krueger involving a protagonist, a setting, time and place, a goal and a resolution to the plot or circumstance the protagonist finds themselves in. This paper highlights how the setting, time and place, scenarios and the conflict or crises the story protagonists are involved in and the way they come out of it communicate the CS and SS story-tellers' sense of self and cultural capital and how cultural influences are weaved into character development and post-climax conflict resolution strategies.

Engel (1994) notes that stories that children write provide rich data on the ways they draw on memories of past occurrences and perceptions to make sense of the world from their current age perspective and while being embedded in their sociocultural lives. Thus, children's stories carry a piece of them as narrated through their fictional characters and scenarios. In an extensive content analysis of 87 stories of second graders, Gómez and Maker (2011) found themes that they further compared along gender and ethnicity lines to highlight that amidst vivid descriptions of nature and animals, children stories reveal their own experiences and activities

and their sense of family and relations through their constructed characters. The purpose of this content analysis is to highlight how the CS and SS students made sense of their own cultural memory and displayed adult-like tackling of the world through their story protagonists.

Allen & Lalonde (2015) note that to deconstruct children's stories, it is important to conceptualize children as cultural actors where culture is a "medium through which people act, as well as perspectives that stress the historically based nature of cultures and cultural practices and the developmental competencies that participation in cultural practices affords individuals (p. 71). The paper will present the cultural influences that work themselves into the narratives CS and SS children weaved. Individual enterprise and knowledge of elaborate vocabulary to describe the context of the story setting were part of the development competencies CS students were exposed to in their culture, as reflects in their stories. By the same token, familial familiarity, role of the community, sharing and congeniality were the development competencies culturally important to SS students.

To tap the rich creativity of students, Paley (1990) included storytelling in an elementary classroom to observe meaning-making process in children's narratives. Paley also experimented with collaborative storytelling activities in class which revealed a joint-meaning making process in which students unconsciously began using other students' symbols to construct their ideas. In my reading of the co-constructed storytelling, I noticed a similar borrowing of symbols as CS and SS students with otherwise very different cultural capitals and cultural influences continued each other's character and plot development and descriptions of fantasy worlds, objects and beings, thus showing that the pairing to continue a story engaged students in a meaning-making process that employed the cultural narrative styles and imagery they had absorbed from other students.

In a study conducted on textbook stories taught in American versus Japanese schools, the authors found that stories in the American textbooks highlighted individualism and those in the Japanese textbooks highlighted collectivism (Imada, 2012). In tracing the cultural influences theme, the results of this content analysis reveal how climax points and conflict resolution in the stories are mediated through individual prowess by CS students and through collective negotiation by SS students.

An implicit difference that can be seen in the cultural outlook of the CS and SS is in habitus and cultural capital, concepts famously attributed to Pierre Bourdieu. Bourdieu (1990) notes that it is not simply economic capital, but often more importantly the lifestyles, choices and material belongings viz a viz the cultural capital that determines a person's status in society. Habitus (1977), he notes is the embodiment of the cultural capital in an individual. The societal norms an individual is exposed to disposes them to particular choices, practices, value-placing and attitudes. Habitus is at play when an individual is so habitual to certain lifestyles and material belongings that they engage in the next action or decision based on a feel

for it. The concepts of cultural capital and habitus are integral to the content analysis in this paper of children's co-constructed stories.

### **Methods and Approach**

A content analysis of the stories involved deconstructing the story setting, plot, climax and conflict resolution to analyze themes in children's story-writing thought process. The stories of four pairs of middle school students from the CS and SS were analyzed. The student pairs are here onwards noted as follows:

CS A-SS 1
CS B-SS 2
CS C-SS 3
CS D-SS 4

The stories were being written in English by the CS students and were translated by the author in the case of the SS students. Moreover, despite going to public schools, the American standard of living for all CS students was drastically higher than the street children who found a chance to continue their education at the Sheikhpura free school. Therefore, literacy gaps between the sections of the stories sent by the CS versus the SS were substantial, which were not important to the analysis. Similarly, it was taken for granted that the school environment at CS allowed for more instructional and administrative support and a period dedicated to the writing activity, whereas with educational gaps and lack of resources, minimal teacher support and time for SS students who finish school to return to a much physically, mentally and emotionally rigorous life was a given. If analyzed with a quantitative focus on analyzing for vocabulary richness, diversity and literacy levels in the story parts, the SS students' stories may fall short of meeting the CS students' story-writing preparation. That is why the aim was to conduct a qualitative content analysis to deconstruct the imaginative content that both CS and SS students used to learn through mutual story writing.

The way a story is started affects the continuity of it as well as the themes explored. In order to ensure that one side did not dominate the other in the way the imaginary tale traveled, half of the stories were started by Carbondale community school and the other half by Sheikhpura students. The rule students had to follow was that once started, they could not change the story. Each story had to do at least two rounds with the CS students and SS students respectively before being concluded. This encouraged students who felt that they could not relate to the cultural ethos constructed by students in the other country to add more supporting characters, situations and details on a scenario without changing the main plot.

Students enthusiastically participated in the project when they were told they would not be graded on the activity. Whereas for some students, grading is an activity that allows for student efforts to be counted thus making many students want their efforts to be recognized, it is often seen as a judgment on efforts and can induce anxiety and competition to achieve good grades others and steer students away from being creative in an uninhibited manner and building bonds with each other. Rules for participation included not avoidance of mention of political ideologies, figures and judgmental statements about one's upbringing, class, religion and other values. This reinforced for the students that they were co-constructing stories to make friends above all material, cultural and spatial odds.

## **Results**

Stories of the CS and SS student pairs were analyzed along the themes of cultural capital, sense of self, cultural influences and conflict resolution. The personalities of the protagonists, the scenarios and circumstances they found themselves in, the relations they built as they moved to climax points and the ways in which they resolved crises and conflicts in the co-constructed stories revealed the above themes and the contrast between the CS and SS students' sense of these themes based on their respective cultures.

### **Analysis of Pair CS A-SS1 Story**

In this pair story, the CS student notes that a girl moved out of a house where she had her own room with much dresser and wardrobe space. The CS student's contributions are focused on the mysterious stone the girl protagonist leaves behind in her room drawer in the old house that is manifesting in the dreams of those who know about it and making strange things happen.

#### ***Cultural capital and sense of self***

In the CS student story, it is evident that their cultural capital is much higher than that of the SS. The girl is leaving to move into a bigger house where she immediately tours the house and uses the paint color theme blue therein to choose which would be her personal room.

Habitus is created gradually over time through the performance of the social habits that are considered the norm and valued in one's social environment. The girl in the CS student's story instinctively knows what to do upon arriving in the new house; find a bedroom that will be her own private space. The storyteller's cultural capital is seen in the way they assume that the girl similar to their own life was growing up in an environment where each child had a bedroom to themselves and where rooms were decorated around certain themes to appeal to children.

SS student was unable to relate to the concept of each individual in a family having their own bedrooms in a house. Not only did students at the SS non-profit school did not identify with this cultural capital, they also did not conceive of entire house

rooms being an individual's private space. With extended families being the norm in the SS students' culture, rooms are associated with tasks. Thus, the SS student continued the story by creating a friend of the protagonist that the latter had told about the stone. This friend is then seen calling the protagonist and telling her that she heard many instruments playing inside the stone and that a voice from inside it said that it knew that the protagonist had moved into a blue room and warned that it was a bad decision. The SS continues that from there on a desire to go back and check on the old house became the protagonist's life mission. In this way, the SS student reconnected the CS student's story embedded in much cultural capital back to something more familiar cultural theme to them; returning to one's family (read ancestral) home.

### **Analysis of Pair CS B-SS2 Story**

In the CS B-SS2 pair, the CS student sets the story in a peaceful planet called the Happy Planet with four, rich seasons that is destroyed by a witch. The SS student added to the reason the doomsday scenario was witnessed on the Happy Planet; it was the impact the witch had on people's morality as she made them fight. This encouraged the CS student to continue the story by adding an old woman similar to the witch, but with wisdom warning the people against the witch's ploy. The SS student elaborated on the invisible witch scaring people and informing them of the consequences of turning her in and overpowered and released the old woman with a warning. The CS student drew the story to an end by the evil witch's attack on the old woman and the town's mayor and the two of them in turn overpowering the witch to bring an end to her.

### ***Cultural influences, conflict resolution and identity***

Much of what the CS student seems to have absorbed about their current social and political environment comes into descriptions of the mean witch jinxing people because she does not like that they are nice to each other. The CS student notes that an old woman understanding the witch's mission wishes to warn people by going to the town mayor. The mayor was more concerned about running the largest celebration in town, the Day of the Festival and was making announcements about it on the microphone. To get everyone's attention, the old woman grabbed the microphone to warn people. The scene becomes thrilling as people do not believe her and the mayor seeing his microphone snatched says, "Lock her up", grasping her arm. "Lock her up" was a three-beat chant that began at the Republican Party Conventions with supporters of Donald Trump's 2017 presidential candidacy referring to locking the Democratic party candidate, Hilary Clinton up due to misuse of her official email account. It is interesting to see the CS student described the old woman immediately contact the mayor to resolve the witch's ploy of making people mean and the crowd chanting what mirrored the political environment in the United States when the story was written.

The characters in the CS portions of the story carry themselves with a confident, individual sense of self. When the old woman figures out the witch's evil designs, she has a one-on-one encounter with the witch. In the SS student's continuation of the scene the people come together to find a solution to the witch's designs. The witch also addresses people directly telling them that because she does not like that they are nice and kind to each other, she will destroy them, thus making the witch a social problem, rather than an individual character. Later, the witch notes that whosoever comes in her way would go invisible like her, carrying the witch's image as that of a social anomaly that acts unkind, unsocial and mysterious and therefore cannot be seen among regular humans.

SS students not having developed the English style of storytelling with an abstract time and space, a tension point leading to a crisis and the climax followed by a resolution continued the CS students' stories by elaborating on the drama and the sentiment of the scene, but with a focus on people. In the SS student's continuation, the people got scared and started looking for the old woman who had warned them. That is when the witch began speaking to the people and told them that if they tried to find her, they would become invisible like her. The witch made the old woman who warned people unconscious and when she regained consciousness, the witch told her that she is weak and must begin preparing for the funerary rites of the planet as she would be putting an end to all festivals and rites from thereon. SS student's cultural norms speak through their elaboration on the witch's direct connection with the people and elaboration of the planet under the witch going through its funerary rites.

### **Analysis of Pair CS C-SS 3 Story**

In the CS C-SS 3 pair, the CS student starts a lab experiment story where the brains of mice were switched out with those of humans. The SS student continued it to highlight the havoc the mouse caused in the lives of humans because it was still running around like a mouse. The CS student noted that the human with the mouse's brain had not become fully human yet and was out to take revenge from the scientist for locking him up in a lab.

### ***Cultural influences***

The CS students' stories in general show much exposure to science fiction and action movies as the student graphically portrays the details of the mouse not fully transformed into a human through a body formed without arms and limbs. In Pair CS C-SS 3, this is evident in exposure to a common American science fiction movie and series plot in which the protagonist is a mad scientist whose desire to invent and become god makes him fall a victim to the catastrophes caused by his own inventions. This influence is seen in a dramatic encounter of the scientist with the ill-formed mouse turned human in which the latter notes being put in a pitiful state by the scientist and that it has found its revenge in creating a brain for the mouse, too

followed by the last scene in which the half-human and the disoriented mouse are managing each other's disabilities through further enabling inventions and having the scientist hire someone to look after them. The CS student spends much time highlighting the graphics of the mouse-turned-human going wrong in morphology elaborating on body parts not being formed. The student's exposure to elaborate facilities available in America for the differently-abled can be seen in the ways in which the half-human and mouse learn to live the way they were created.

The stress on individualism versus collectivism is seen as the student elaborates on the scientist seeing the problem as one related to his invention and not one that breaks the moral and social order of humans. The scientist counters the mistake of the mouse not being quite like the humans by getting a kitty and attaching wheels to it to make it look like a human with legs and then finally giving it a *robo* suit to make it look like human without accentuating the fact that it isn't quite one. The cultural influence of the SS student can be seen in where they continue the scene after a mouse has been turned human and vice versa. Eating together is an important ice breaker in Pakistan and inviting a new acquaintance to eat with everyone is a way to make them part of the family. The storyteller notes that the humans seeing the new member in their community (the mouse) invited him to eat communally with everyone.

### ***Conflict resolution strategies***

Overall, conflict resolution through kindness and the restoration of the moral order seems to be important to the SS student. After the mouse and human experiment, the student noted that the scientists were happy that the experiment was successful and that they could contribute to many such accomplishments in the future. When around humans, the mouse couldn't stop being himself and began eating like a mouse, the SS student elaborated that the scientist decides to give it a chance since it is new to being human. The scientist brings the mouse in, but it begins to act like a mouse and causes havoc in the house, particularly in the kitchen. Similar to sharing food and hospitality, kitchen is a very important part of cultural life. Rats and mice are referred to by the same word and not unsurprisingly, the mention of rats signifies plague and disease which continue to affect the lower classes and is an unpleasant mention since sleeping in the open air is the norm. Where it is disastrous to see a rat near the kitchen, it is a social taboo to bring food into other parts of the house and near sleeping spaces. Thus, as the SS student continues the CS student's story, he turns the mouse/rat in the house story into a neighborhood problem. An old man visits the scientist to tell him, "Son, your friend has entered my house without permission and has turned it upside down" and continues to note that "the whole neighborhood is mad at you!". The student's narrative highlights him creating a culturally familiar scenario. An old man has high respect in SS student's culture and the old man in turn calling the scientist son points to a common practice in the public sphere for people to use kinship terms to make requests in a respectful



manner. The old man communicated the disaster to the scientist by telling him that the rat has turned the bedroom space in his house into a kitchen, a statement enough to indicate end of life to the scientist. Conflict resolution is also seen by the SS student showing that the scientist communicated the old man's concern to his team who run around everywhere trying to catch the mouse.

### **Analysis of Pair CS D-SS4 Story**

The story, started by the CS in CS D-SS4 pair, notes an encounter between a lost man and a friendly machine, a robot that speaks like humans. The machine relays to him that he is the last human left and all humans have been picked up by evil machines and locked away in captivity. The robot is willing to help him the man if he follows him. During the journey that follows, the lost man makes friends with a dog and they find themselves captured just like the other humans until a action sequence between humans and the evil robots in the robot kingdom leads to humans reigning supreme.

### ***Cultural capital***

The exposure to popular dystopic movies is clear in the CS pieces of the story. CS begins by painting a scenario where there are trees everywhere, it is green and the birds are chirping, but a man is lost about his whereabouts. The friendly machine informs the man that the evil machines captured and put away all humans and took over earth. It sets the plot for what the good use of machines and the personal enterprise of the human must do to not get the last human captured.

As the CS student elaborates on the journey from meeting the friendly machine to being captured by the evil robots, the point that robots are only functional if humans dig for oil to fuel them is done occurs several times. Cars are an important material possession in America and are attached to independence and individuality. Private cars as opposed to public transportation are maintained with great care and seen as synonymous with survival. Thus, the high importance placed on earning to keep the gas tank filled. The CS student's story parts highlight that robots may become as intelligent as they can and think that they can dominate over humans, but they are ultimately dependent on human brains used in digging for oil to fuel them. Even as the lost man and his dog friend are later captured, the robots reduce humans to slavery to continue digging oil for them. This is the climax point at which the robots start snatching each others' fuel tankers to stay alive and the friendly robot tells other robots that it is better to free humans for there would be no functioning robots if there were no humans in the robot kingdom. Such elaborations were not continued by the SS student as they could not relate to them. The student was advised by the teacher to continue other aspects of the lost man's journey.

### ***Cultural influences***

Pets in general and dogs in particular are considered as part of the family, like other humans and never as stray animals as in the SS student's culture. The CS student left

the story at the juncture where the lost human rides on the friendly robot to get to a safe place. Cultural influence can be seen as the next thing the two do is camp out. Camping is a chosen pastime for middle class Americans who would otherwise not be exposed to being outdoors, interacting with nature and cooking and sleeping outside as opposed to their routine temperature-controlled dwellings. The SS student could not continue this theme as camping does not evoke excitement, but destitution and homelessness in Pakistan. It was not an adventurous activity the routines of which the SS student could contribute to and therefore the SS student continued the plot by adding details on what happened when the lost human and machine woke up in the morning. They woke up to a stray dog staring at them amazed that a human and machine have made friends.

### ***Sense of self***

The SS student notes that the machine being friendly kindly asked the dog of its whereabouts and the dog noted that he lives in the jungle with his family. Conversations between protagonist and supporting characters and the evocation of family is a recurring theme in the SS students and highlights their cultural upbringing in extended family setups developing a collective sense of self-introduction.

The lost man in CS student's story parts being the only one to have escaped captivity before meeting the friendly machine is seen helping himself. The individual sense of self is highlighted as he does not miss seeing other humans around, but is making tough decisions to survive in a prehistoric hominoid fashion. "He looked around for something, anything that might help him survive in the gorgeous, yet still foreboding landscape. It was only mid-day, but the man knew when it got dark, it would get cold". Later CS notes, "Grabbing a large stone and sharp pebble, he scratched away until the rock had a fairl sharp edge. Next he found some strong reeds and made a rope-like material, he then chopped a strong stick off of a tree and tied everything together, creating an axe. He chopped down a few trees, he felt bad, but he knew he had to."

### **Conclusion**

The aim of this paper was to present the content analysis of stories co-constructed by middle schoolers (CS) participating in a cross-cultural friendship program in a charter public school in Carbondale, Colorado, USA and middle schoolers at a non-profit free school for underprivileged students in Sheikhpura, Pakistan (SS). By examining the scenarios, character-development, plot twists, climax and conflict resolution in stories co-constructed by each CS and SS pair, the enculturation, cultural capital, cultural sensibilities, exposures, cultural value systems, sense of self and sense of others' identities of paired students in each country are revealed. Critical content analysis of children's stories provides important insight on children's personal, cultural and global exposures. A qualitative analysis can provide

not only a high internal validity, but also a high external validity as it is replicable. The cultural capital of students paired at the American public school in a middle class neighborhood and at a non-profit school for underprivileged children in Pakistan was vastly different and so were the cultural influences.

## References

- [1] Allen, J. W., & Lalonde, C. E. (2015). Children's use of speech and repetition in oral storytelling: The role of cultural patterning in Children's retellings of first nations oral narrative. *Human Development*, 58(2), 70-96.
- [2] Bourdieu, P. (1977). *Outline of a Theory of Practice* (Cambridge Studies in Social and Cultural Anthropology) (R. Nice, Trans.). Cambridge: Cambridge University Press.
- [3] Bourdieu, Pierre (1990). *The Logic of Practice*. Polity Press.
- [4] Clare, Bradford. (2016). *The Critical Reading of Children's Texts: Theories, Methodologies, and*
- [5] Critiques. Johnson, H., Mathis, J., & Short, K. G. *Critical content analysis of children's and young adult literature: Reframing perspective*. Routledge.
- [6] Engel, S. (1994): *The stories children tell: making sense of the narratives of childhood*. USA: W.H. Freeman and Company.
- [7] Gómez, P., & Maker, J. (2011). What are the themes in young children's stories? an analysis of the content of children's written productions. *Zbornik Instituta Za Pedagoška Istraživanja*, 43(1), 86-105.
- [8] Imada, T. (2012). Cultural Narratives of Individualism and Collectivism: A Content Analysis of Textbook Stories in the United States and Japan. *Journal of Cross-Cultural Psychology*, 43(4), 576-591.
- [9] Krueger, R.A. (2015). Using Stories in Evaluation. In *Handbook of Practical Program Evaluation* (eds K.E. Newcomer, H.P. Hatry and J.S. Wholey).
- [10] Paley, V. (1990). *The boy who would be a helicopter: The uses of storytelling in the classroom*. Cambridge, MA: Harvard University Press.
- [11] Walton, M.D., & Davidson, A.J. (2017). *Conflict Narratives in Middle Childhood: The Social, Emotional, and Moral Significance of Story-Sharing* (1st ed.). Routledge.

# The Handling of Adjectives as Part of the Narrative in the Work "King of Gians" by Kole Jakove

**Sindorela Doli-Kryeziu**

Assoc. Prof. Dr., University of Gjakova "Fehmi Agani", Kosova Dorina Doli

## Abstract

This paper deals with the use of the adjective in the work " Mbreti i divave (King of giants)" by the well-known author Kole Jakova. We will talk about the theoretical analysis about adjectives, describing them from the point of view of the grammatical category. Because the adjective belongs to studies in the field of linguistics and is researched within the discipline of morphology, some general knowledge about morphology and its object of study was initially given. It is mentioned here that the adjective, together with the noun, numeral, verb and pronoun are variable parts of the discourse, as they change their form during use in the sentence, so they are inflected (noun, adjective, pronoun, numeral) or chosen (verb). In the second chapter we will present the different grammatical features of the adjective such as number, gender, race, formation of singular and indistinguishable adjectives and other elements that are necessary for the analysis of the work. After that, the work will be analyzed in terms of its compositional construction, which will address the way the author has described the environment where the events take place, the characteristics of the characters, etc. Next, we will focus on the analysis of the form of adjectives that we have encountered in the work "King of giants" by Kole Jakova. It is mentioned from the beginning that in the work we encounter more varieties than quantities of the use of adjectives. The analysis is done by extracting paragraphs from the work and underlining and commenting on all the adjectives that have been used. In this way, it can be said that the recognition of the object of study has been achieved, after all the adjectives that the author has used in the work "King of the giants" have been identified.

**Keywords:** works, adjectives, grammatical features, morphology, analysis.

## Introduction

An adjective as a variable part of speech is often encountered in literary works. In literature, it is mainly used in the form of an epithet. Various authors, such as Dritëro Agolli, have used the epithet to emotionally charge their works. So, unlike other parts of speech, an adjective, in literature, in most cases it is used intentionally, that is to give it an artistic dimension. An adjective is a variable part of speech since it changes its form when used in a sentence.

The peculiar feature of the adjective is that it agrees in gender, number, and case with the noun it is connected to. Adjectives can be declinable and indeclinable.

Adjectives, unlike nouns, have only two genders: masculine and feminine. The same adjective takes different forms when it defines a masculine or feminine noun. The masculine gender is considered as the representative form of the adjective, since it also forms the opposite gender, the feminine one.

Adjectives also have singular and plural numbers. There is a difference in the way singular and plural are formed for both genders, as well as for nouns that are declinable and indeclinable. Adjectives also have four degrees: comparative of equality, inferiority, relative superlative and absolute superlative. Due to the large presence of adjectives in literature, it is understandable that even the author Kolë Jakova could not avoid the use of adjectives.

## Short notes about the writer Kolë Jakova

Kolë Jakova was born in 1916 in Shkodër, Albania. Kolë Jakova has a large number of works, both for children and adults. The works belong to different literary genres such as: stories, dramas and novels. Some of Kola Jakova's literary works are: *Si naltësohet katundi (1945)* (Jakova K. , Si naltësohet katundi , 1945), (Jakova K. , Halili dhe Hajrija , 1950)(1950), (Jakova K. , Heronjtë e vigut , 1953)(1953), *Toka Jonë (1953)* (Jakova K. , Toka jonë, 1953), *Flladi i Tetorit (1956)* (Jakova K. , Flladi i tetorit, 1956), *Dhitë e egra (1958)*, *Kopshti i lulzuem (1958)* (Jakova K. , Kopshti i lulzuem , 1958), *Briarta (1963)*, *Qiri i fundit (1963)*, *Mbreti i divave (1964)* (Jakova K. , Mbreti i divave , 1964), (Jakova K. , Garda krutane , 1967)(1967), (Jakova K. , Vjersha të zgjedhura për fëmijë , 1974)(1974), (Jakova K. , Bashkë me agimin , 1975)(1975), *Trimi Vatë Luli (1990) etc.*

The main field in which Kolë Jakova has made a special contribution is dramaturgy. "*Toka Jonë*", "*Përkolgjinajt*", "*Lugajonet*", are just some of the well-known plays

written by this author. He passed away in 2002, leaving behind great number of works. (Jakova, 2015).

### **A brief analysis of the plot of "Mbreti i divave"**

"Mbreti i divave" is a prose work by the author Kolë Jakova, published for the first time in 1964. The plot is based on a legend that says that more than a thousand years ago, in the Albanian lands there was a tribe of divas. Divi was considered a very big, strong and powerful man. The divas lived in great forts and ruins, traces of which exist to this day. Divas fought against the enemy, namely the Turks and other enemies, who aimed to conquer the Albanian lands. This tribe was led by a person known as the King of Divas (Mbreti i divave). One of the legends says that the tribe was led by a single king, who lived a long time and for 100 years waged numerous wars against the enemy, in which he was never defeated. Other legends say that the tribe was led by several kings, who were mortal and long-lived like all other people. After the death of one, the power was taken by the other.

This work by the author Kolë Jakova, which is part of the long story genre, illustrates the fact that Albanians have had a sensational history, with many heroisms, but this history has not been documented as much and as it should be, so the history has been written by others, the foreigners, who did not care to present it so correctly. Therefore, precious objects should be preserved and written about from generation to generation, as they are part of the glorious history of the Albanian people.

### **Adjective - grammatical characteristics**

Adjectives are words that indicate the type or property of a noun. (Syla, 2010)

Example: qen ***i zi (black dog)***, qen ***i vogël (small dog)***, ushtria ***shqiptare (Albanian army)***, qeveria ***franceze (French government)***.

*The adjective agrees in number, gender and case with the noun it is connected to. This is illustrated through the following examples (Syla, 2010).*

Table 1. Agreement in number, gender and case

Agreement in gender	Mjeku i ri
	Mjekja e re
Agreement in number	Mjekët e rinj
	Mjeket e reja
Agreement in case	Mjekun e ri
	Mjeku i ri
	I mjekut të ri

	Mjekun e ri
	Mjekja e re
	E mjekes së re

**Adjectives** of the Albanian language are divided into two large groups, such as:

**Declinable Adjectives** and

**Indeclinable Adjectives** (Syla, 2010).

Table 2. Declinable and indeclinable adjectives

Declinable adjectives	
Those ending with <i>ë</i>	<i>i bardhë, i mirë,</i>
Those ending with suffixes ( <i>ë</i> ), <i>m(ë)</i> , <i>shëm</i> , <i>t(ë)</i>	<i>i mesëm, i larmë, i shëndetshëm, i hekurt, i ftohtë</i> etc.
Those ending with suffixes <i>ur, r, rë, ër, ël, në</i> .	<i>i mençur, i mbaruar, i tharë, i vjetër, i varfër, i verbër, i shurdhër, i ëmbël.</i>
Indeclinable Adjectives	
Adjectives formed from the particular nouns with the process of conversion.	<i>tiranas, shkodran, korçar, vlonjat.</i>
Adjectives formed with suffixes: <i>ar, tar, ik, ist, iv, or.</i>	<i>bankar, amtar, heroik, feminist, aktiv, verior, baritor.</i>
Adjectives formed with suffixes ( <i>ë</i> ) <i>s, ues, yes</i> ; from the participle or the present tense of the verb	<i>djegës, ngjitës, vlerësues, ushqyes, rrëmbyes.</i>
All compound adjectives.	<i>zemërgjerë, zemërgurë, largpamës, mirëbërës, edukativo-arsimor</i> etc.

### Gender of adjectives

Adjectives (unlike nouns) have masculine and feminine genders (Beci, 2006).

Table 3. Gender of adjectives

Masculine	Feminine
Mësues i ri	Mësuese e re
Mësues të rinj	Mësuese e reja

The same adjective can take different forms when defining a masculine noun, unlike a feminine noun (Beci, 2006):

Table 4. Masculine and feminine nouns

Masculine	Feminine
Djalë i dashur	Vajzë e dashur
Djem të dashur	Vajza të dashura

The form of the masculine gender is the representative form of adjective, from which the form of the feminine gender is also formed.

### The formation of the feminine gender

Declinable adjectives take the feminine form in two ways (Petro, R., Pepivani, N., & Çerpja, A., 2009).

By changing the front clitic -e to -I, for example:

Table 5a. The formation of feminine gender

Djalë <b>i</b> vogël	Vajzë <b>e</b> vogël
Gur <b>i</b> vogël	Shtëpi <b>e</b> vogël

In this way, all declinable adjectives form their gender: *i bukur – e bukur, i pastër – e pastër, i thatë – e thatë*. Exceptions to this rule are adjectives ending in **m(ë)**: *i epërm – e epërme, as well as: i lig – e ligë, i ri – e re, i zi – e zezë, i zoti – e zonja, i pazoti – e pazonja*.

By changing the proclitic *i* to *e* and taking the ending **-e**, as for example:

Table 5b. The formation of feminine gender

Djalë <b>i</b> madh (big boy)	Vajzë <b>e</b> madhe ( <b>big girl</b> )
Gur <b>i</b> madh (big stone)	Shtëpi <b>e</b> madhe ( <b>big house</b> )

This is how adjectives ending in **-m (ë)** form the feminine gender: *i sotëm – e sotme, i djeshëm – e djeshme, i vjetshëm – e vjetshme, i ndjeshëm – e ndjeshme* etc. This also includes adjectives: *i kuq – e kuqe, i madh – e madhe, i keq – e keqe*.



Indeclinable adjectives form the feminine gender in two ways (Petro, R., Pepivani, N., & Çerpja, A. , 2009):

- By adding the suffix **-e** to masculine adjectives, such as:

Table 5c. Formation of feminine gender

Djalë trim	Vajzë trime
Akt heroik	Ngjarje heroike
Kampionat kombëtar	Konferencë kombëtare

This is how adjectives like: *normal – normale, dinak – dinake, absolut – absolute, fizike – fizike* etc, take the feminine form.

It is the same for both masculine and feminine: *djalë zemërmirë – vajzë zemërmirë*.

This is how they take the feminine form adjectives like: *flokëgështenjë, sypishë, zemërhekur, gojëmjaltë* etj

### The number of adjectives

The adjective as a variable part of speech has two numbers: singular and plural. The plural number is formed by the singular one. There is a difference in the way that declinable and indeclinable adjectives of both genders form the plural. Nominative masculine adjectives form the plural in two ways(Petro, R., Pepivani, N., & Çerpja, A. , 2009):

By changing the clitic **i** to **të**: *djalë i mirë – djem të mirë*. This is how the plural is formed in most adjectives:

Table 6. The number of adjectives

<b>i</b> mirë – <b>të</b> mirë	<b>i</b> bukur – <b>të</b> bukur
<b>i</b> kuq – <b>të</b> kuq	<b>i</b> bardhë – <b>të</b> bardhë
<b>i</b> huaj – <b>të</b> huaj	<b>i</b> ëmbël – <b>të</b> ëmbël

Adjectives like *i keq – të këqinj (këqij), i lig – të ligj, i madh – të mëdhenj, i vogël – të vegjël, i ri – të rinj, i zi – të zinj* are excluded.

Indeclinable masculine adjectives take the plural form in two ways:

The same as singular one: *zmadhues, krijues, toskë, gegë* for example: *xham zmadhues – xhama zmadhues*.

By taking the ending **- ë** for example: *përparimtar – përparimtarë, malor – malorë, popullor – popullorë, industrial – industrial*

Declinable feminine adjectives take the plural form:

By changing the clitic *e* of the singular to **të**: *e kuqe* – *të kuqe*, *e sjellshme* – *të sjellshme*, si për shembull: *vajzë e sjellshme* – *vajza të sjellshme*

By changing the clitic *e* of the singular to **të** of the plural and taking the ending **a**, as for example: *e egër* – *të egra*, *e lartë* – *të larta*, *e bardhë* – *të bardha*, *e mirë* – *të mira*.

Indeclinable feminine adjectives take the plural form in two ways:

By keeping the singular form, i.e., without changing the form, as: *shqiptare*, *franceze*, *fshatare*, *qytetare*, *malore*, *shembullore*. i.e., *një grua shqiptare* – *disa gra shqiptare*.

Adjective formation

From the way they are formed, adjectives can be (Syla, 2010):

Table 7. Adjective formation

Adjectives with the linking clitic	
i lehtë, i mirë, i dobët, i verdhë, i lartë etj.	
Derived	
<i>With a prefix</i>	<i>With e suffix</i>
i palarë = i pa + larë	Ngjitës = ngjit + ës
Mosmirënjohës = mos + mirënjohës	Bregdetar = bregdet + ar
I parafundit = i para + fundit	Përfundimtar = përfundim + tar
Nënujor = nën + ujor	Diellor = diell + or
I tejdukshëm = i tej + dukshëm	Bardhosh = i bardh(ë) + osh
Compound	
Zemërgjerë = zemër + gjerë	
Zemërgurë = zemër + gurë	
Flokëzi = flokë + zi	

## Degrees of adjectives

Two or more nouns can have a feature or quality to varying degrees. To express the change in degree, adjectives have special monosyllabic or periphrastic forms such as: *e bukur*, *po aq e bukur*, *shumë e bukur*, *më pak e bukur* etc. (Beci, 2006) These forms that express quality are known as adjective degrees. Adjectives in the Albanian language have three degrees: **affirmative**, **comparative** and **superlative** (Beci, 2006).

As the name suggests, the *affirmative degree* simply indicates or affirms the true quality of the thing it refers to. So, the affirmative degree names the quality of the thing in ordinary measure, as for example (Beci, 2006):

### Rrush i ëmbël.

The adjective, in the *comparative degree*, shows the quality of a thing to a greater extent or to a higher, lower or the same degree, compared to the same quality of the other thing, for example (Beci, 2006):

Eda është *më e vogël* se Jara.

Thus, the comparison may *indicate equality of qualities (po aq i thellë)*, higher degree (*më e madhe*), or *lower degree (më e vogël)*.

As can be seen from the examples given above, the particle **më** is usually used before the adjective in the comparative degree, while the conjunction **se** or the preposition **nga** is used before the second particle of the comparison.

In the superlative degree, the quality of the noun is indicated in the highest measure, for example:

Noari është *shumë i zoti*.

This degree is formed by attaching adverbs of quality to the adjective, such as: *shumë, tepër, mjaft, jashtëzakonisht*.

### Comparative degree formation

The adjective in the Albanian language has three degrees of comparison, such as:

- 1. The comparative degree of equality**
- 2. The comparative degree of relative superlative**
- 3. The comparative degree of absolute superlative and**
- 4. Degree of inferiority** (Beci, 2006).

*The comparative degree of equality* is formed by placing adverbs in front of adjectives: *aq (po aq), kaq*. The second part of the comparison is preceded by the conjunctions: *sa* and *si*.

Examples:

Ishte *aq i lodhur si* të kishte punuar tërë ditën.

Vrana Konti ishte *po aq* trim dhe *po aq i Zoti sa* Skënderbeu (ose *kaq* trim dhe i zoti sa...).

Other forms can also be used such as:

Ishin *sa* trima, *aq* edhe krenarë.

In this example, the adverb and the conjunction have changed places.

The comparative degree of relative superlative is formed by placing the particle *më* before the adjective, for example:

Qyteti dukej *më i bukur* se (sesa) herët tjera.

Beni ishte *më i zgjuar* se (sesa) të tjerët.

The comparative degree of absolute superlative in terms of form is the same as the degree of relative superlative, but in this case the adjective is substantivized, for example:

Beni ishte *më i zgjuari*, por *më i vështiri*.

The comparative degree of inferiority is built by putting the adverb *pak* (*më pak*) before the adjective in the comparative degree:

Agimi ishte *më pak i zgjuar* se Beni.

### **Superlative degree formation**

The superlative degree is formed by putting adverbs before the adjective, such as: *akull, mjaltë, dyllë, qumësht, flakë* etc., as for example (Agalliu, F., Angoni, E., Demiraj, Sh., & Likaj, E., 2002):

Ishte *akull i ftohtë*.

Ishte *mjaltë e ëmbël*.

Ishtë bërë *flakë e kuqe*.

### **Nominalization of adjectives**

It often happens that adjectives are nominalized, that is, used as nouns. When used like this, they serve to name objects or people, which also have the quality expressed by these adjectives, such as:

*I duruari, i fituari*.

*E reja* nuk fiton pa vështirësi.

When it is nominalized, the adjective takes the grammatical category of the noun, i.e., gender, number, case and form. When used like this, they are a category of their own, just like any other name (Agalliu, F., Angoni, E., Demiraj, Sh., & Likaj, E., 2002).

In most cases, nominative adjectives are used when we do not want to repeat the noun that is mentioned together with an adjective, such as:

*Gazetën e sotme* e lexova por të *djeshmen* (=gazetën e djeshme) nuk e gjeta.

Nominative adjectives of this type, in certain contexts, serve as nouns. There are many nominative adjectives which are consistently used as nouns. These are nouns with adjectival origin that name notions, which were absent in proper nouns, such as: *e drejta*, *e vërteta*, *e ardhmja*, *e shkuara*, *e verdha* (*e vezës*), *të ardhurat*, *të korrurat* etc. Such are also nouns with an adjectival source of the neuter gender, such as: *të kuqet* (*e fytyrës*), *të ftohtët*, *të nxehtët* etc. (Agalliu, F., Angoni, E., Demiraj, Sh., & Likaj, E., 2002).

### Using the adjective as an epithet

In literature, it is very common to use a defining word that is added to the name to enrich the meaning and give it artistic beauty. This defining word, which is usually an adjective, is known as an epithet. In addition to giving artistic beauty and enriching the meaning of the name, it is also used to express an assessment and an attitude from the author, but in most cases, it is also used to point out a characteristic side of the author's style.

In general, epithets are actually metaphors, which are expressed through an adjective. However, the epithet can also be expressed with nouns, adverbs, participles of verbs, etc. Not all adjectives can be considered epithets. There are cases such as in the sentence: *zemra e bardhë* (the white heart), the adjective *e bardhë* is an epithet because it is used figuratively, that is, it does not indicate color (because the heart cannot be white), but indicates figuratively presented qualities. The epithet is encountered more often in poetry, as it contains emotional charge and directly affects the reader's feelings. In this way, the poem sounds more beautiful and resonant.

The writer Dritëro Agolli stands out for using the stylistic figure of the epithet. For example, in the poem *Pulëbardha* has used adjectives and epithets several times to increase the emotion that comes from his verses. For example, he describes the sand as wet (*të lagur*) and moist (*të njomë*), the brittle stone (*e brishtë*), the white wings (*krahët e bardhë*). The last two adjectives are epithets because they are used figuratively to indicate quality. Some examples of epithets:

Dhelpra *dinake*. (sly fox)

Beni *këmbëshpejti*. (Beni fast-feet)

Dielli *i qeshur*. (The smiling sun)

Retë *e mërzitura*. (Upset clouds)

Toka e zezë.(Black Soil)

### **Brief compositional overview of the work "Mbreti i divave" by Kola Jakova**

What is noticeable in the first part of the work is that there is no description either of the characters or of the place where the events take place. So, it seems like the author has focused more on the communication between the characters (what they do and say), than on what they are. However, there are also epithets here and there for the characters, such as the *çapkën* (naughty) for Agron, Rizai and Pashuku, or *vajza e qeshur me sy si xixa* (the smiling girl with eyes like sparks) for Shpresa. These settings help to profile the child protagonists of the work to some extent. For teacher Suzi and uncle Leka, we have not come across any specific epithets or qualities. The only information that the author provides about teacher Suzi is that she wore glasses and was a school teacher, while about her uncle Leka, that he was an old man in his seventies and that he liked fishing, so he was a fisherman.

In the first part, the event has a flowing and not syntactically convoluted structure. The author remains faithful to the creation of a narrative, which simply reflects the dynamics within a day spent at a summer camp, of several eleven-year-old children.

### **Adjective in the work "Mbreti i Divave"**

#### **Qualitative analysis**

In the work "Mbreti i Divave" by the well-known author Kolë Jakova, the adjective as a variable part of the speech appears more as a variety than as a quantity. So, if we look at it in terms of quantity, in number we do not encounter so many adjectives, but rather we encounter types of adjectives that are used in this long story by the author.

In the following, several paragraphs excerpted from the work will be described and the adjectives used in them will be underlined. Paragraphs will be numbered for easy reference in case of need.

*... Çdo gjë u rregullua për bukuri. Çadrat ditore u vunë nën një rrap të madh afër lumit, ku kishte dhe pellgje të cekëta dhe rërë sa të duash. Disa fëmijë e merrnin bukën me vete, disa të tjerë shkonin e hanin nëpër shtëpia, se i kishin afër. Si perëndonte dielli ktheheshin të gjithë së bashku me mësuesen e tyre [p1].*

*... Everything was arranged beautifully. The tents were pitched under a large tree near the river, where there were also shallow pools and as much sand as you wanted. Some children took the meal with them, some others went and ate it at their houses, because they were close. As the sun set, they all returned together with their teacher [p1].*

In this excerpted paragraph, the author describes an overview of the environment where the children together with their teacher had decided to build their day camp to spend the summer holidays. This environment consists of the plane tree (a tall tree with a thick trunk and wide branches), which was near the river with shallow pools and lots of sand.

In this excerpted paragraph, we encounter the use of two adjectives:

**të madh** (big) - is a declinable adjective, masculine, singular number.

**të cekëta** (shallow) - is a declinable adjective, feminine, plural number.

*... Si mërzhiteshin duke u larë, duke zënë peshq të vegjël me shamia, fillonin të spërkateshin me ujë. Pashuku e rrihte kaq bukur ujin me dorë, sa gjithë uji i shkante shkulum dhe i binte në turi Agronit dhe Rizajit. Këta s'e bënë dot një gjë të tillë, por merrnin ujin me grusht dhe ia hidhnin Pashukut ashtu si mundnin [p2].*

*... When they got bored while bathing, catching small fish with handkerchiefs, they started splashing themselves with water. Pashuku beat the water so beautifully with his hand, that all the water went straight to him and fell on the faces of Agron and Rizaji. They could not do such a thing, but took the water with their fists and threw it to Pashuku as they could [p2].*

In this excerpted paragraph, the author informs us of the skills and "adventures" of three of the protagonists of the work in the camp set up. From here it is understood that Pashuku, Agron and Rizaj are good friends, as they play and tease each other in different ways. One has skills that the other does not, which shows that the boys, despite being different, had a friendship that kept them connected.

In this paragraph we encounter two adjectives:

**Të vegjël** (Small) – declinable adjective, masculine, plural number.

**Kaq bukur** (So beautiful) – superlative adjective.

*...- Më duket se të rashë me një gur të zi, - iu përgjegj Agroni me sy përdhe. – Jo, nuk ishte gur. Ishte diçka më e rëndë se guri. Kur më ra gishtave, kujtova se m'i këputi. – Edhe mua m'u duk i rëndë – iu përgjegj Agroni. – Bile m'u duk se kishte kokë njeriu. Desha ta përmbaj dorën kur e pashë, por nga hovi që kisha marrë, s'e përmbajta dot. [p3]*

*...- I think I hit you with a black stone, - Agroni replied with downcast eyes. - No, it was not a stone. It was something heavier than stone. When it fell on my fingers, I thought it snapped them. - It seemed heavy to me too - Agroni replied. - It even seemed to me*

*that it had a human head. I wanted to contain my hand when I saw it, but because of the shock I had received, I couldn't. [p3]*

In this paragraph, the author narrates an incident between Pashuku and Agron, when the latter hit him with a heavy stone, which injured Pashuku's fingers. However, this incident had happened unintentionally and unconsciously, which is shown by the last sentence of the paragraph, where Agron, after seeing the size of the stone, wanted to contain his hand, but then he could not restrain himself.

There are three adjectives in this paragraph:

**Të zi (black)**- declinable adjective, masculine, singular.

**Më e rëndë se (heavier than)**- adjective of comparative degree of relative superiority.

**I rëndë (heavy)** - declinable adjective, masculine, singular.

*Vërtet? - tha Pashuku i çuditur. - Të vemi ta kërkojmë. Unë e di vendin. E ç'na hyn në punë, o Pashuk, - iu përgjegj Agroni i mërzitur. - Mua më vjen keq që të sakatova dorën. [p4]*

*Really? - said Pashuku surprised. - Let's look for it. I know the place. And what does it matter to us, Pashuk, - Agron replied annoyed. - I'm sorry that I hurt your hand. [p4]*

This paragraph is a continuation of the third paragraph [p3]. This paragraph shows Pashuku's surprise after Agron had told him about the shape of the stone that had hit him. Interested in that stone, Pashuku asks Agron to go find it. It is precisely this stone, after which the boys will go, that becomes the catalyst for the development of the events in the story.

In this paragraph, two adjectives are used:

**I çuditur (surprised)**- declinable adjective, masculine, affirmative degree, singular.

**I mërzitur (upset)** - declinable adjective, masculine, affirmative degree, singular.

*...Kjo ngjarje kishte ndodhur para një jave. Fëmijët e kishin tërhequr dajën në breg megjithë peshk. Ata ishin frikësuar, kur kishin parë një peshk aq të madh, që hapte gojën sikur do t'i hante. Pastaj, kishte ardhur një polic dhe e kishte vrarë peshkun me automatik. Që atë ditë, ndërmjet fëmijëve të kampit dhe dajë Lekës ishte lidhur një miqësi e ngushtë. [p5]*

*...This event happened a week ago. The children had pulled their uncle ashore with the fish. They were scared when they saw such a big fish, which opened its mouth as if it*



*was going to eat them. Then, a policeman came and killed the fish with a machine gun. From that day, a close friendship was established between the children of the camp and Uncle Leka. [p5]*

There are two adjectives encountered in this paragraph:

**Aq të madh** (So great) –declinable adjective, masculine, comparative degree of equality.

**E ngushtë** (close/narrow) – mbiemer i nyjshem declinable adjective, feminine, singular, affirmative.

The adjective " *e ngushtë* "(narrow/close) can also be considered an epithet, as it is used to figuratively describe a friendship with mutual affective exchange between the persons involved. So, a friendship where friends worry and care a lot about each other's well-being.

*...Sot më keni çuditë o fëmijë – pëshpëriti si nëpër dhëmbë, daja. Dukej shumë i mallëngjyer se edhe zëri i doli si i dridhur. – Më sollët nëpër mend kohërat e fëmijërisë. Më bëtë të kujtoj gjyshen time. E shkreta, sa grua e mirë ka qenë! E besoni se këtë gjë e kam pasur në dorë kur isha i vogël shtatë vjeç? [p6]*

*...Today you have surprised me, children - uncle whispered through his teeth. He looked so sad that even his voice came out as trembling. - You reminded me of my childhood. You reminded me of my grandmother. What a good woman she was! Can you believe I had this thing in my hand when I was a little seven-year-old? [p6]*

This is among the paragraphs with the largest number of adjectives, with each paragraph having an adjective. Uncle Leka's longing is shown here after he sees the object that the children found in the river where they bathed during the summer camp days. This was the head of a man who had two horns and was black in color, so the children named him 'black-head'. In fact, this was the head of the suicidal king of divas! The uncle had this object in his hands when he was very small. In this paragraph, the uncle expresses longing and surprise that an object after so many years has not changed in shape and size.

Five adjectives are used in this paragraph:

**I mallëngjyer, i vogël** (Sad, little) - declinable adjectives, masculine, singular, affirmative.

**E mirë** (Good) - declinable adjective, feminine, singular, affirmative.

**Si i dridhur** (As shivering) – declinable adjective, masculine, singular number, comparative degree of equality.

*... – Ai është vend i pazbuluar si duhet – vazhdoi Suzi. Kushedi çfarë thesaresh ruhen ende aty për historinë e vendit tonë. Por, shumë gjëra i kanë vjedhur të huajtë në të kaluarën. Në kohën e turkut dhe të Zogut fshatarët shkonin e gërmonin nëpër varre të vjetra dhe gjenin para bakri, argjendi dhe ari. Gjenin stoli grash, qemerë, vathë, bylyzykë. Gjenin thika, shpata, parzmore dhe gjithfarë objektësh të ndryshme. Këto gjëra shkonin dhe i shitnin për pak para te konsulli i Austrisë ose te jezuitët. Kështu, një pjesë e kësaj pasurie ka shkuar jashtë e nuk i dihet fati. [p7]*

*... - It is a place not properly discovered - continued Suzi. Who knows what treasures are still stored there for the history of our country. But many things have been stolen by foreigners in the past. In the time of Turks and Zogu, villagers went and dug in old graves and found copper, silver and gold coins. They found women's ornaments, vaults, earrings, bracelets. They found knives, swords, armor and all sorts of different objects. They sold these things for a little money to the Austrian consul or to the Jesuits. Thus, a part of this wealth has gone abroad and its fate is unknown. [p7]*

The following adjective is found in this paragraph:

**I pazbuluar** (Undiscovered) – derived adjective with prefix, masculine gender, singular number

*... Të vjetrit thonë se në anët tona, në Shurdhah, Gushtë, Koman e përpjetë kanë pasur mbretërinë e tyre divat. Div domethënë njeri shumë i madh e i fuqishëm. Të tillë njerëz ishin divat, që sundonin në ato vende.*

*... The old people say that on our territories, in Shurdhah, Gushtë, Koman and above, divas had their kingdom. Div means a very big and powerful man. Such people were the divas, who ruled in those countries.*

The adjectives encountered in this part are:

**Shumë i madh** (Very large) – declinable adjective, masculine gender, superlative degree.

**I fuqishëm** (Powerful) – declinable adjective, masculine, affirmative.

### Quantitative analysis

In this part, all the adjectives that are used in the work "Mbreti i Divave" will be presented in a quantitative way, that is, which types of adjectives are encountered in the examined paragraphs and how many times they are presented.

Table 8. The number of adjectives used in the excerpted paragraphs from the work "Mbreti i divave"

	Declinable Adjectives	Masculine Adjectives	Feminine Adjectives	Singular/Plural Number
Number of appearances	13 (87%)	9 (60%)	6 (40%)	7/3

In this table it can be seen that in the paragraphs that are taken from the work "Mbreti i Divave" the use of declinable adjectives dominates. These adjectives are presented 13 times or in 87% of the cases in the paragraphs that were examined. Adjectives of the masculine gender are presented 9 times. Adjectives of the feminine gender are presented 6 times. Singular adjectives are seven in total, while plural adjectives are three in total.

Also, the author has used only one epithet, the adjective *e ngushtë* (*narrow/close*), when talking about the friendship between Uncle Leka and the children. The author has used an adjective of the comparative degree of equality, while the use of adjectives in the affirmative degree dominates. The author has also used an adjective of the comparative degree of relative superiority.

### Conclusion

The purpose of this paper was to analyze the adjective, as a variable part of the lecture, and to observe how much it is used in the work "Mbreti i Divave" by the well-known Albanian author Kolë Jakova. For this purpose, a theoretical basis was first formed.

In this paper, among other things, it was shown that morphology classifies parts of speech into two large groups: variable and unchangeable. The adjective belongs to the group of variable parts because it changes form when used in a sentence. The adjective agrees to the noun it is related to, in number, gender and case. These also form the grammatical features of the adjective that were discussed in the second chapter. So, the adjective has case, number, gender and degree.

In this work, the author has also used the epithet, e.g., the adjective *e ngushtë* (*narrow/close*), when he talks about the friendship that exists between the children and uncle Leka. A friendship cannot be narrow or wide, but the author uses this adjective to symbolize a pure and close friendship that was formed, especially after the children had saved Uncle Leka from drowning while fishing.

Through the work "Mbreti i Divave", the author Kolë Jakova gives us a very valuable message, to preserve our identifying monuments, to study and research more about the history, and customs of our ancestors and to develop the Albanian culture by passing on the country's and ancestors' legacy to the new generations.

### References

- [1] Agalliu, F., Angoni, E., Demiraj, Sh., & Likaj, E. (2002). Gramatika e gjuhës shqipe. Tiranë: Albas.
- [2] Beci, B. (2006). Gramatika e gjuhës shqipe. Shkup: Logos-A.
- [3] Jakova. (2015).
- [4] Jakova, K. (1945). Si naltësohet katundi . Tiranë.
- [5] Jakova, K. (1950). Halili dhe Hajrija . Prishtinë.
- [6] Jakova, K. (1953). Heronjtë e vigut . Tiranë.
- [7] Jakova, K. (1953). Toka jonë. Tiranë.
- [8] Jakova, K. (1956). Flladi i tetorit. Tiranë.
- [9] Jakova, K. (1958). Kopshti i lulzuem . Prishtinë.
- [10] Jakova, K. (1964). Mbreti i divave . Tiranë.
- [11] Jakova, K. (1967). Garda krutane . Prishtinë.
- [12] Jakova, K. (1974). Vjersha të zgjedhura për fëmijë . Prishtinë.
- [13] Jakova, K. (1975). Bashkë me agimin . Prishtinë.
- [14] Jakova, K. (2015). Mbreti i divave. Prishtinë: Shtëpia Botuese Piramida.
- [15] Petro, R., Pepivani, N., & Çerpja, A. . (2009). Gjuha shqipe: lexim, të folur, të shkruar, njohuri për gjuhën. Tiranë: Albas.
- [16] Syla, X. (2010). Gjuhë dhe letërsi shqipe për klasën e pestë. Prishtinë: Libri shkollor.

# Fairy Tales and the Lingual and Intellectual Development in Preschoolers

**Sindorela Doli-Kryeziu**

Assoc. Prof. Dr., University of Gjakova "Fehmi Agani". Kosova

## Abstract

A fairy tale as a form of a cultural code is the most important tool for cultural and ethnic socialization, the transfer of social experience, values, and worldview. Modern society is characterized by a high level of technologization, standardization, and universalization of the communication process which leads to the formation of new social practices of communication of various social groups. The article is focused on highlighting the functional and activity role of a fairy tale in the formation of the social memory of the younger generation and the features of the implementation of intergenerational communication through the fairy tale. Communication is a powerful mechanism to live a life of harmony, impact and emotional resilience. Effectively conveying your thoughts into words that build trust and influence has the ability to dramatically shift the course of your life. Think about some of the most legendary people that have lived on this planet. In modern society, the range of communication agents in the transmission of social experience between generations has significantly expanded. There appear agents of non-family communication, which take part in the transmission of cultural memory and the formation of memory places in the younger generation.

**Keywords:** fairy tale, socialization, communication, education, culture.

## Introduction

*"If you want your children to be intellogent, read fairy tales to them. If you want them be more intelligent, read them more fairy tales." - Albert Einstein*

We started with a saying, which more and more is convincing us that we shuld act like that. So, why educators read fairy tales to our pupils of early childhood and elementary schools? Because fairy tales are imaginative histories with rich visual

and contextual elements that bring to children inner emotions. They engage children who believe the stories - many for children outside their own world are relevant to their lives. In this way, fairy tales model behaviors for children such as problem solving or emotional intelligence. Bad things happen to good people in fairy tales, and then, in many cases, those good people (often children) find their way in and around these difficulties. As G.K. says. Chesterton once said, "Fairy tales don't tell children that dragons exist. Children already know that dragons exist. Fairy tales tell children that dragons can be killed."

From an educational perspective, future young readers are learning the basics of storytelling in a thematic and consistent way—the setting, characters, and plot (rising action, climax, and resolution) unfold predictably and help children orient their minds. them about the elements of writing. And, of course, understanding these elements will not only help children to write, but also to read. In Waldorf Education, developing the imagination is a key part of helping to foster reading comprehension. To imagine these tales is to think abstractly and transform words into personal, inner meanings.

After all, as Hans Christian Andersen once said, "Life itself is the most wonderful fairy tale."

### **Materials and Methodology**

Storytelling is a method widely used by teachers in teaching history to children, storytelling is an activity that children enjoy. Almost all children in this world are happy to listen to stories, especially if they are presented in an interesting way.

Through storytelling activities, children recognize, recognize and understand different alternatives for non-aggressive conflict resolution. A story is a description of something verbal. Stories can be used as a tool to stimulate aspects of children's development because stories and storytelling activities are identical to children.

Children get several benefits through stories among others, improving children's imagination, developing language skills, developing social aspects, developing moral aspects, developing emotional aspects, promoting achievement of enthusiasm and training children's concentration.<sup>1</sup>

Storytelling is a fundamental method of sharing knowledge between people as it allows participants to be transported to another time and place. Through the use of descriptive oral language, students can have an expanded experience with literature.

---

Before the teacher tells a story to the students, they should read it completely and understand the appropriateness of the message moral to their age.

Basically, there are three important elements that need to be prepared, they are the story material, the story skills and the props that support the story.

The step to be prepared in the story:

Story material, namely preliminary preparation, after the story material has been selected some important things to be done, namely reviewing the content and mission of the story, creating the scene, as well as designing the opening and closing of the story.

Review the story, that is, a storyteller must read the story that has been chosen several times, and some aspects that must be taken into account, namely setting specific goals for the age of the child who is the audience; to recognize the characters in the story; pay attention to the time, location and type of event; choose the correct and easy to observe sentence; determine which auxiliary tools (costumes and props) will be used.

Create a story line, that is, a storyteller or storyteller should make a summary order of the stories to make it easier to tell the stories. If the story is to be told at length, it is very necessary to keep the child's attention.

Drafting the opening and closing of the story. Opening the story with something different and creative will make children interested in listening and listening to stories, for example starting with magic, imitating sounds, dramatizing, acting out so that children pay attention and with a character hidden. In addition to designing the opening, a storyteller must also design the cover of the story. A story needs an interesting cover. The cover story becomes so important because that is where the message can be embedded. The storyteller should avoid closing with abstract messages, in other words, the storyteller should provide an operational explanation for the listener.

Storytelling skills, a storyteller must have deep story-telling skills, especially for early childhood, so that stories can be understood by children. The skills the storyteller must have, including physical exercise, voice processing, music, and the means to win the baby.

Props that support the story. The use of props is very necessary, not only to attract children's attention, but also to help children remember, digest and understand the story conveyed.<sup>1</sup>

During the presentation of a story, a storyteller should learn techniques to present it.

Choosing and preparing a place. The story activity should not be done in the classroom. History activities can be carried out anywhere, provided they meet the criteria of cleanliness, safety and comfort. The chosen place should be arranged in such a way that all the children can see the teacher telling the story.

Tell stories with teaching tools, ie stories can be made with different tools, which is called story with props. Props used in the story are such as books, photographs, panels, puppets and silent films. All props require special skills that allow the use of props to function optimally.

Storytelling without teaching aids. Storytelling without teaching aids is also said to tell stories by relying directly on voice quality, facial expressions, and hand and body gestures.

Expression of character figures. Characters can be expressed in different ways, including through visual expression (facial features, mouth, eyes, face, hands) and character of voice expression. Character traits such as character traits, character feelings and emotions can be known by expressing the characters. Not all character traits can be expressed through advanced features. However, the teacher can develop the expression of the characters through three basic expressions, namely the sad expression, the happy expression and the expressions of anger.

Imitation of sounds and sounds of characters. Sound has an important meaning in the story, and sound in the story is an essential sound that has no linguistic meaning. Sounds give insight into events that can make a story more dramatic and interesting. To express the teacher's voice, he must know the characteristics of prosody, namely stress (words and sentences), intonation, also pattern, melody and time.

Ignite the atmosphere of the story. The atmosphere is largely determined by the expertise of the storytellers.

The atmosphere of the story is defined as the condition that accompanies the teacher's narration process. Techniques to ignite the story include optimizing the



dialogue of the characters of the story, optimizing the climax of the story, evoking humor at the periphery of the story, involving the child in the story through questions and reprimands, improvisation and interpolation or preparing language elements such as words or sentences.

### **Results of the work**

Play and intellectual and language development. Preschool children learn rapidly through play. Thinking and reasoning play an important role in the intellectual game. Through play, children learn to count, speak, read, taste, touch and see. It is fun and entertaining when children find new things and add to their collection. When children act out and play roles of their choice they develop language, speech and expression. Games with mud, sand, water, painting with crayons, water colors, give the child freedom and independence to create according to his own imagination and fantasy. The word game is a very good way to stimulate children's thinking skills, reasoning and creative skills. For young children it is very fun to draw the words, and learn to write by drawing e.g. the words CLOCK, HAND, SUN, can be expressed symbolically. The same can be done for the words BALL and MOUNTAIN, by drawing them first. Every child should be listened to and respected for their opinion and ideas. Anecdotes, literal riddles, are activities that stimulate children's logical thinking, the connection between the data given and the reality they represent. They encourage the development of fantasy, imagination to find the enigma, ambiguity or trick they hold inside.

Play and intellectual education of the preschool child, intellectual development means: - Gaining a certain amount of knowledge and forming a scientific outlook on the world, - Development of mental skills (formation and enrichment of vocabulary, independent logical judgment, conclusion, expansion of horizons and knowledge of the subjective truth), -Education of curiosity (the formation and development of curiosity and the impatient feeling to learn and know something new), -And the formation of the work culture. In the realization of these very complicated tasks, the game occupies an important place. For intellectual education, the following play an important role: -Games with rules, -Riddles, -Imitation games (the child plays the role), -Games for familiarizing with the environment, etc. During play, the child develops various functions and skills. Through play, the child gains basic experiences about the world around him. Playing with many different objects and things, he grabs them with his hands, observes them, changes their places, separates and folds them, etc. Gradually, the child, using different items during the game,

begins to discover those qualities, which contribute to distinguishing items and objects.

### **Effective communication**

Communication is key in the classroom: successful teaching is generally considered to require only 50% knowledge to 50% communication skills. As a result, a teacher must be proficient in all four modes of communication – listening, speaking, reading and writing – and must know how to use this skill effectively in a school setting. The ability to do this has been proven to affect the success students achieve in their academic lives, as well as the teacher's own career success.

Teachers benefit from good communication skills in three different areas: when communicating with students, with parents and with colleagues.

"Physical, social, emotional and cognitive development are inextricably linked." This means that the communication method we choose must balance and pay complementary attention to all the developmental needs of our preschooler. This is where an integrated rather than a one-size-fits-all approach to communication is best used. For example, when offering nutritious food to your child, you can use a phrase such as "when we eat healthy, fresh foods, it makes us strong and smart" to integrate health, nutrition, readiness for school and self-confidence.<sup>1</sup>

"Good communication includes positive portrayals of children from different cultures and ethnic groups and all socio-economic backgrounds, those with disabilities and children who have or are experiencing trauma, grief or living through emergencies," the book says. . To this end, conscious effort must be made to ensure that communication methods do not reinforce already poor self-esteem or feelings of inequality among the most vulnerable and disadvantaged children.<sup>2</sup>

Studies have found that student success is directly related to interactive and attractive learning environments created by skilled teachers. Furthermore, the way you communicate with your students can positively affect their perceptions of school, their role in the classroom, themselves and their abilities, and their motivation to succeed.<sup>3</sup>

However, this works both ways: poor communication skills – and therefore poor teaching methods – cause students' comprehension to decrease and can negatively

---

affect their academic progress. This can also lead to students becoming demotivated, disliking school and believing they are unable to achieve. This can have consequences for the rest of their lives.

Therefore, effective communication between teachers and students is extremely important. This allows you to do your job well, with positive results for your students. An added benefit is that your class can use you as a model for improving their communication skills, which are critical to their development and future learning.

### **Strategies for effective classroom communication**

What we classify as "good" or "effective" communication depends on the context. When you're presenting in front of a class, you'll use different strategies than when you're facilitating a group discussion or talking to a student one-on-one.

This is because when students feel supported, they are more comfortable expressing their thoughts and ideas in class discussions, taking on challenges and asking when they need help. Higher levels of engagement and participation then lead to more developed knowledge and greater achievement.<sup>1</sup>

It's a good idea to learn students' names at the beginning of the year and use them often. Have an open door policy for students to come and talk to you about any issue and be empathetic and caring when interacting with them at all times: don't berate them for not understanding or mock their thoughts and ideas .

Additionally, you should understand that some students are uncomfortable speaking in front of the class. If you ask them to participate, you can use scaffolding (such as sentence starters) to make them feel more confident doing so. However, forced participation is usually unnecessary: quieter students are likely to have excellent listening skills and learn just as much despite not sharing their thoughts.

Group work and group discussions contribute to making the classroom a more comfortable environment. By working in small groups, students are able to share their ideas more easily and improve their communication skills. These activities also give them a good opportunity to ask you questions and get feedback on their work, leading to effective communication between you, better understanding of the lesson and academic benefits.<sup>2</sup>

Communication is not only verbal, but also non-verbal: you need to make sure that the signals you give through your body language are positive, confident and attractive.

For example, making eye contact with students when you are talking to them shows that you are supportive and attentive. Making eye contact is also important when presenting to the whole class – it motivates everyone to pay attention, which helps them learn, as well as making them feel involved. In order to make more eye contact, you may need to learn the lesson content in more detail beforehand so you don't have to look away to read your notes.<sup>1</sup>

While teaching, you should use gestures to emphasize your words. This increases the interactivity of the lesson, making it more visually interesting and therefore more memorable. Keep your arms open – don't fold them – and use smiles, nods, and thumbs up to encourage students when they participate. Moving around the classroom while you teach can help remove the barrier between you and your students and gives them less opportunity to zone out or get distracted.

Body language is also important when dealing with negative behavior. To avoid confrontation, be sure not to stand directly over or in front of a student, point at or invade their personal space. It can be effective to get down to their level and quietly talk about their behavior, or talk to them outside of class to avoid drawing too much attention.

The 'listening' component of communication should not be neglected - over 60% of all misunderstandings result from poor listening.<sup>2</sup>

Practicing good listening in the classroom can benefit you in two ways. First, you will be a role model for your students, who will improve their listening skills and thus retain the lessons better. Second, by using active listening, you can correct misunderstandings and extend learning, resulting in a better education for your students.

Active listening involves listening carefully to what your students say, checking that you have understood them correctly (for example, by repeating back to them what you think they have said), building on their ideas and challenging or questioning

them. It is the best approach to use to foster understanding in the classroom and is an excellent example of effective communication.<sup>1</sup>

There have been many studies focused on feedback in recent years. Positive feedback (ie praise) has been shown to build students' confidence – making them more likely to believe they can succeed – and helps create a supportive environment and increase academic success.

Using humor in the classroom has been found to increase learning, self-motivation, and positive relationships between students and teachers. This allows you to build rapport with your class and keep them interested in the lesson.

For example, you can tell funny jokes or anecdotes, give simple personal examples, or laugh at students' own jokes. However, you should make sure you don't use negative humor – where you put down or embarrass students – or humor that is either irrelevant to the lesson, disturbing, violent, sexual, or coercive. Continue to use only humor that has received a positive response from the class (such as laughter).

Using up-to-date learning tools such as computers, videos, and online resources is another way to keep students engaged and reinforce their understanding. It can also increase the effectiveness of your communication with students with different learning styles, who may benefit more from online resources than old-fashioned ones. Try to use some of these aids regularly in your lessons.<sup>2</sup>

### **Personality development in children through fairy tales**

Cultivating characters compared to fairy tales will become more and more fun, and the atmosphere of the school environment will be more exciting. The tradition of storytelling from the ancestors for generations turns out to have a tremendous impact on the development of the child's personality after he grows up.

Fairy tales are the tradition and heritage of people throughout the ages. This shows that the tradition of fairy tales is the most important and inseparable part of human life in creating a better nation personality. According to the American psychologist Lawrence Kutner, "Fairytale are important for children to enter their lives without danger. Children can overcome the problem by identifying themselves with the characters of the story.

The story becomes a flavoring ingredient in the design of a teaching material at school. Learning while telling stories, educating children while telling will make the atmosphere wiser and more enjoyable. In fact, subjects that are considered complicated will be very enjoyable, if they are taught through the storytelling technique or hidden in fairy tales in the lesson. Storytelling can sharpen children's imagination and fantasy. When children's imagination and fantasy are sharp, the ability of the right brain will naturally be sharpened and its performance will be maximized.<sup>1</sup>

Storytelling can be a very effective method of delivering moral messages. The teacher can insert fairy tales related to the subjects he teaches. The fairy tale can be in the form of own essays, folklore, animal stories at home and abroad. Storytelling can bring closer the relationship between the teacher and students at school, bring closer the love relationship between parents and children, increase critical attitude, increase imagination, improve fantasy and develop children's tenderness. Therefore, being selective in choosing fairy tales is a factor that determines whether a child will imagine and fantasize well or not.<sup>2</sup>

Character education is the term used to describe teaching children the traits that are essential to building good character. Character education has also been described as the deliberate effort to cultivate virtue; thus, character education requires deliberate planning. There are many other reasons that schools should continue to teach character education.

From a legal perspective, schools teach character education because some states require schools to teach it, and also because schools are obligated to influence civic values and a unifying moral code.

Therefore, schools should teach character education because it helps students become good people and citizens; it is important to be a good citizen because "democracy is not possible with a group of uneducated and morally corrupt people". Finally, schools should be concerned about the moral values of their students and thus should want to teach character education to instill good values in their students. These reasons for teaching character education may seem extreme, but they are related to the development of moral students who will be prepared to live

in a democratic society and for the development of social emotional emphasis in conflict resolution through various games and cooperation.<sup>1</sup>

In the development of children, character education will work effectively and affect changes in children's behavior, if exemplary through habit is supported by all who acts, the teacher and parents by creating a favorable environment.<sup>2</sup>

Character development through storytelling has these objectives:

Put hidden characters "hidden patterns" in children's minds. Identical character or strongly represented certain characters. The hidden figure is expected to provide strength, direction and guidance for the behavior of ordinary children. For example, children who want to help, sharing stories about children helping others will lead the child to duplicate the character they heard through the story.

Improving children's exploratory skills by looking for other examples of characters in everyday life stories. If the duplication of the character is embedded in the child's mind, then the child will try to find other similar characters from his environment. The child will match what he hears with what he sees or knows. If he thinks that the figure is useful, he sees reasonable, then there has been a strengthening of the nature of the help.

Building analytical skills and problem-solving skills related to character behavior. At this stage, if the child finds an occasion, where he needs, the implementation of the character is useful so that he can realize it.

Children are expected to show real concepts and characters of actions in everyday life. At this stage the nature of helping in children has occurred "automatically" because of the reinforcement they have received and what they have known or seen has been well established.

Building analytical skills and evaluating the benefits of character behavior and the impact of negative out-of-character behavior. At this stage, if the child faces a problem, for example, seeing a friend who does not want to help, then he can take a stand for example by giving a statement to his friend through affirmative sentences,

---

## CHAPTER 1

for example, let's help our falling friend. So the characters are useful for the child to spread to another friend.<sup>1</sup>

### **Developing critical thinking through fairy tales**

Fairy tales teach children to be critical thinkers. As they ponder the situations that led the main character through all their adventures, they can decide what they would have done differently in the character's situation. Would they have eaten the apple if they were in Snow White's place? After all, every child knows not to take candy from strangers. Fairy tales also teach children to see a person's appearance. An innocent-looking old woman was still evil in the case of Snow White, while a big scary gorilla can have a heart of gold and raise a human child, just like in Tarzan. Children learn that their decisions can shape the situation, so they should always think before they act.<sup>2</sup>

The complexity of human nature, in which good and evil coexist, is well identified in fairy tales. Figures in fairy tales are good and bad at the same time, as we all are in reality. But since polarization dominates the child's mind, it also dominates fairy tales. A person is either good or bad, never anything in between. For example, one sister is virtuous and hardworking, the others are dirty and lazy, one parent is good, the other bad. Comparing the opposite characters allows the child to easily understand the difference between the two, which he could not do if these figures were closer to real life. In the safe space of imagination, children can come into contact with this wide range of 'forbidden', dark emotions - negative reactions and expressions of life, themselves and others, without having to suffer the consequences. painful everyday life or disrupt the life, sense of reality and relationship of children with important persons from the world of adults.<sup>3</sup>

Fairy tale stories expressed through language with transference and symbolic representation facilitate the development of symbolic thinking, representational skills and mental processing of life events at the fantasy level, which form the basis for the development of creative thinking and emotional intelligence.

Storytelling greatly contributes to the development of children's creative imagination, which is essential for their psycho-emotional health. To have imagination is to enjoy inner richness, a relentless and spontaneous flow of images and to see the world in its entirety. The structure of fairy tales allows children to

---

## **CHAPTER 2**



move into a dream world without restrictions and cancellations. At the same time, through the mechanisms of identification and projection, the child has the ability to identify, express his negative feelings, attach importance to personal traumatic experiences and, ultimately, seek and find a meaning in it.

## **Discussions**

To teach young children to communicate only in close cooperation between them, negatively involving them in cognitive activity or play. Children must be taught to ask their own questions, to express their opinions on various topics in a negative way, to create a relationship of trust, without conflicts to hold a conversation. A way to teach children to communicate and cope with all these tasks are theatrical games. These games are very popular among preschoolers, because together with the characters of fairy tales, children explore the world around us, going through a variety of emotions and feelings, an assessment of the behavior of his favorite character in interaction with other characters in fairy tales. It is important, in addition to memorizing artificial texts and gestures, to develop improvisation, children's fantasy, the ability to feel the emotional state of theatrical characters, to form a sense of confidence in their abilities, and to convey verbal communication skills. During play, children play and behave safely, and are active. Fairy tales-characterized to interact, communicate, argue, disagree, sad ending, and with the transformation of the image of the hero in fairy tales. The interpretation of the division of roles helps the child to understand the moral and ethical background of the characters' behavior, because he receives a positive or negative evaluation of the qualities and actions of the fairy tale heroes. Such an increased evaluation forms a personal ability of ethical behavior and pushes him that of making a choice in favor of moral acts.

All game exercises can be divided into six sections, depending on which sphere of the human personality is affected. Games that affect the physiology of preschool children. Games that focus on bodily sensations - Help the child cope with passivity, rigidity, enslavement and closeness. It's no secret that relaxation at the level of the body and muscles helps a person find psychological peace, balance, relaxation. Example of the game "Move like a bear, an ostrich, a frog, etc.", children are encouraged to describe any animal or fairy character in motion. Games that develop verbal and non-verbal ways of communication - Verbal communication is formed by writing a story about the experience of a strong feeling: fear, anger, sadness, and also in the game "Corrupt Phone". Teaching non-verbal communication with the help of gestures, facial expressions, pantomime is carried out in the games "We talk

through the glass", Games that introduce human emotions- Learn the ability to express their emotions and correctly understand the emotional state of a friend. This section uses the games "Diary of moods", "Image of emotions with fingers", "Emotions in pictures". For playing cards with the image of different emotions are used with a schematic drawing, children choose the corresponding pictogram with the emotion shown in the picture. On the blank cards, children can see their own face, happy or sad. Games that direct attention to oneself, feelings and state - In the exercise "Psychological portrait", children take turns to answer questions about themselves: what can be praised and what can be blamed? Games form a conscious attitude to the family as a whole, each member separately and independently as real and complete members of the family. To apply this setting, "Draw your family and your home", viewing albums, photos with the task of commenting on each photo, we talk about parental love.

## **Conclusions**

To summarize, we would say that the fairy tale is the main form in which the child learns to read his mind with the language of images-symbols, which is the only language that allows understanding before mental maturity is reached.

Understanding the dynamics that occur in the journey of the hero/heroine of the tale, which usually leads from misery to higher development, can reveal to us, as therapists and youth workers, some ways to help children, but also adults, in their way up in life. However, it is necessary to remember that no technique or method can fully respond to the multidimensional needs of children, be they social, educational, emotional, cognitive or biological. Therefore, fairy tales are complementary to the range of methods used in the framework of psycho-educational or therapeutic intervention. At this point, it should be mentioned that the above study is part of a research on storytelling and its benefits in changing unhealthy eating habits in children.

Let's not forget that fairy tales can also be interpreted through play, which influences the child to mature physically, but also to learn social relationships. What is even more important, is that the game enables that child to form higher psychic processes as well. Most of those who deal with children agree that play has a fundamental role in child development. The game is the work of the child, the means by which he grows and develops. Based on what was said above, it can be concluded that the game, in addition to being an activity that is usually undertaken for fun, is also used as an educational tool. Considering the fact that it is the best way to educate a child, it is very important to choose the books and activities that we

dedicate to children carefully. Also, the game enriches the child's personality, enabling him to make progress in further development. For this reason, it is good that from early childhood, the child should be given the conditions to play, read, touch, move, and speak. Likewise, the child should be enabled to create, discover and oppose. The games should enable the development of the child in the direction of the free and authentic personality, which through the game will develop initiative, creativity and sense of responsibility, these factors which are argued to be developed through the game, are extremely necessary factors for the creation of relationships towards others and towards society.

## References

- [1] (2014), S. E. (2014). Republika e Re e Fëmijërisë: Një udhëzues kritik për letërsi. Tirana.
- [2] 8, M. M. (2013). Fiksi për fëmijë dhe të rritur: Disa dallime thelbësore, "Children's Literature in Education, . London: Routledge.
- [3] Hunt, P. (2013). Enciklopedia Ndërkombëtare Shoqëruese e Letërsisë për Fëmijë,. London: Routledge.
- [4] Hunt, P. (2013). Enciklopedia Ndërkombëtare Shoqëruese e Letërsisë për Fëmijë. London: Routledge.
- [5] Hunt, P. (2013). Enciklopedia Ndërkombëtare Shoqëruese e Letërsisë për Fëmijë,. London: Routledge.
- [6] Jan, I. (2014). Për letërsinë për fëmijë. London: Schocken Books, First Edition.
- [7] Jan, I. (2014). Për letërsinë për fëmijë. London: Schocken Books, First Edition.
- [8] Jan, I. (2014). Për letërsinë për fëmijë. London: Schocken Books, First Edition,.
- [9] Jan, I. (2014). Për letërsinë për fëmijë,. London: Schocken Books, First Edition.
- [10] Longman, P. N. (2012). Kënaqësitë e Letërsisë për Fëmijë. Baltimore, Maryland, United States: Johns Hopkins University Press.
- [11] Lukens, R. (2015). Një Manual Kritik i LetërsisëpërFëmijë. New York: HarperCollins College Publishers.
- [12] Lukens, R. (2015). Një Manual Kritik i LetërsisëpërFëmijë. New York: HarperCollins College Publishers.
- [13] Lukens, R. (2015). Një Manual Kritik i LetërsisëpërFëmijë. New York: HarperCollins College Publishers.
- [14] M. Nikolajeva, M. (2012). Retorika e karakterit në letërsinë për fëmijë. Maryland: Scarecrow.
- [15] McDowell, M. (2013). "Fiksi për fëmijë dhe të rritur: Disa dallime thelbësore," Children's Literature in Education, . London: Routledge.

- [16] Nikolajeva, M. (2015). Qasje estetike në letërsinë për fëmijë. Moscow: Scarecrow Press,.
- [17] Nikolajeva, M. (2015). Qasje estetike në letërsinë për fëmijë,. Moscow : Scarecrow Press,.
- [18] V.S., Y. (2000). Fëmijë i talentuar. Moscow.

# CDA: Qatar World Cup in Newspaper Headlines in the Times and Jutarnji List

**Natasa Stojan**

Assist. Prof. Dr., Faculty of Humanities and Social Sciences,  
University of Split, Croatia

## Abstract

World sports tournaments have diverse economic, political, social, and cultural ramifications. 2022 FIFA World Cup is the first world cup tournament organized in an Arab country, and is described by *The Times* as "the most controversial World Cup of all time". Football has become more than just a sport in many countries, but an integral part of culture and society. The aim of our study is to analyze media representation of FIFA World Cup 2022 in British and Croatian respectable daily newspapers. The corpus is composed of newspaper headlines published in *The Times* and *Jutarnji list* from 01 December to 21 December, 2022. The analytical framework used for the analysis is Fairclough's three-dimensional framework, complemented by Van Dijk's approach to newspaper discourse. At the description level textual analysis is conducted with the focus on sentence predication (passive sentences), at the interpretation level headlines are analyzed from the perspective of modes of discourse representation, and at the explanation level they are analyzed from aspects of societal contexts. Particular prominence is given to newspaper headlines in this study since their function is to indicate the topic, attract readers' attention and evoke particular cultural context. According to van Dijk (1989) headlines express underlying macrostructure, the topical organization of the news discourse. The aim of our study is to apply this critical perspective on selected samples of headlines and determine how news discourses are organized with reference to different social and cultural contexts.

**Keywords:** critical discourse analysis, newspaper headlines, 2022 FIFA World Cup, The Times, Jutarnji list.

## Introduction

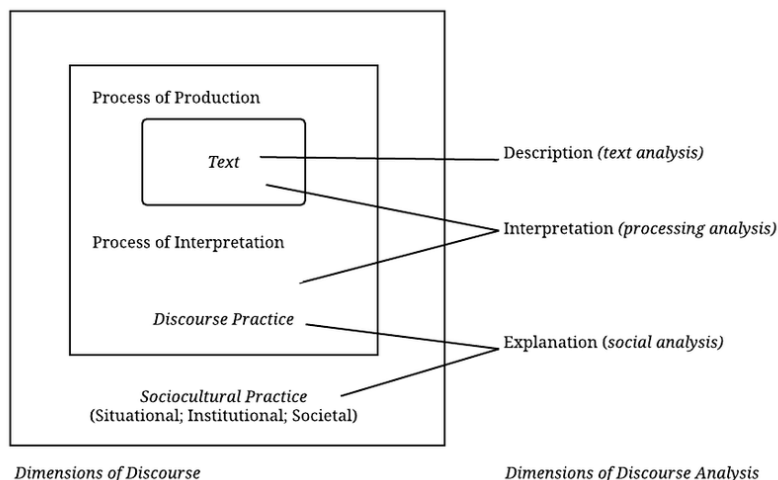
Football has become the most important sport in the world, it has permeated all spheres of people's lives, politics, economy, culture. Mainstream media around the world, including *The Times* and *Jutarnji list*, have reported on the 2022 World Cup

from various angles. *The Times* is a British daily newspaper, one of the greatest newspapers in the country. *Jutarnji list* is a Croatian daily newspaper, one of the most respectable newspapers in Croatia. Both newspapers have reported on the World Cup and focused on various topics, such as football matches and results, match analysis, team managers, players' professional and private lives, referees, football associations, some interesting facts related to the World Cup etc. Media discourse, newspaper articles in particular, have been subjected to analysis from different perspectives in various research. Since critical evaluation of media content has become a priority for many researchers, the approach which has all the necessary methodological tools for such complex analysis is Critical Discourse Analysis. This interdisciplinary approach has been frequently applied to media discourse since it takes into consideration different social factors like ideology, power relations, globalization, etc. and investigates their relationship with discourse. (Peterlicean, Berariu 2020, Ulum 2016). The focus of our research are topics presented in headlines of articles that deal with the 2022 FIFA World Cup. We have conducted thorough analysis of discursive practices of headlines based on Fairclough 's (2010) three-dimensional conception of discourse and van Dijk's (1989) approach to discourse.

### **Theoretical background**

Critical Discourse Analysis (CDA) is an interdisciplinary discipline with very challenging theoretical framework, which has been the focus of attention of many prominent researchers, such as Norman Fairclough (2001), who uses sociocultural approach, Teun van Dijk (1988, 1989), who uses sociocognitive approach, and Ruth Wodak (1996), who adopts sociohistorical approach. According to van Dijk (1988) there are three major aspects of discourse: sentence forms, meanings and speech acts. The author (1988) differentiates levels of textual descriptions with the focus on syntax and semantics. Furthermore, there's a major distinction between micro- and macrolevel of descriptions. Microlevel deals with sounds, words, sentence patterns, and their meanings. Macrolevel, on the other hand, focuses on whole parts of discourse or entire discourses.

According to Fairclough (1995: 24) text analysis is a part of discourse analysis. The following table depicts the method of discourse analysis, which is the most important tool for analyzing different types of discourses.



The three-dimensional conception of discourse (Fairclough, 2010: 133)

The author (2010: 132) sees discourse as a spoken or written language text, then discourse practice, which refers to text production and interpretation, and finally sociocultural practice. This corresponds to three stages of critical discourse analysis: description of text, interpretation of the relationship between the discursive processes and the text, explanation of the relationship between the discursive processes and the social processes.

Van Dijk's approach to media analysis is similar to Fairclough's in their basic tenet that news is primarily analyzed as a type of discourse. Van Dijk (1988) focuses more on structural features of newspaper discourse, which distinguish them from other types of discourse, and on cognitive processing of news, both in their production and understanding. Both authors emphasize the fact that a complete and thorough analysis of discourse involves examining the use of a discourse in relation to social and cultural contexts. In van Dijk's (1989) approach to discourse, cognitive dimension is included as well. Ours is a small-scale research that focuses on topics in headlines, sentence predication (passive sentences), and modes of discourse representation.

### Media discourse

Media discourse in all its complexity can be analyzed from various aspects, semantic, syntactic, stylistic, rhetorical and semiotic. Media discourse should be considered as "the site of quite complex and often contradictory processes" since media function ideologically, and at the same time entertain people, keep them informed about relevant social and political issues, and also reflect and contribute to "shifting cultural values and identities" (Fairclough, 1995: 47-48). Media language has significant power since it represents things in particular ways (Fairclough, 1995: 2). The author claims that analysis of media language is an important part of research

on contemporary processes of social and cultural changes. Within the CDA approach to media language analysis, the focus is on the linguistic and discursive nature of media power. CDA analyzes news texts to discover how social power is linked to language. This approach has brought into focus the fact that newspaper discourse is ideological since it shapes representations of people and events.

## Headlines

Headlines represent a very important part of newspaper articles since their function is to summarize the content of an article and attract readers' attention. The words that are used to communicate the message in a headline frame the story in direct and unavoidable ways (Richardson 48). Halliday (1994) claims that newspaper headlines are a typical example of "little texts" and are often perceived as "a riveting short-cut to the contents of newspapers". According to van Dijk (1989: 103) newspaper articles consist of conventional categories or schematic forms that contain overall or macrostructural meaning of a discourse, and headlines contain a topic or summary of the overall meaning of the text. Topics pertain to macrolevel of discourse description (van Dijk, 1988: 27, 31). "At the global level of semantic analysis, headlines and leads were seen to express underlying macrostructure, the topical organization of the news discourse. It is not surprising to find that newsworthy, powerful actors tend to be prominent also through their occurrence in macropropositions. The same is true for their actions" (van Dijk, 1989). Furthermore, van Dijk (1988) asserts that headlines depict the unity of discourse and are a source of information which is easily memorized by the reader.

## Methodology

This paper makes a thorough analysis of newspaper headlines that report on the 2022 FIFA World Cup, based on Fairclough's three-dimensional framework and van Dijk's approach to news discourse. Headlines selected for the analysis are published in *The Times* and *Jutarnji list* from 01 December to 21 December, 2022. Both newspapers are very respectable, among the highest circulation newspapers in their respective countries. Total number of headlines from *The Times* is 267, and 254 from *Jutarnji list*. Text analysis is organized under four main headings: 'vocabulary', 'grammar', 'cohesion', 'text structure' (Fairclough 1992: 75). This paper focuses on one aspect of grammar, passive sentences, with the aim of determining if there are any differences between American and Croatian newspapers in presenting similar topics in headlines with reference to voice. Action expressed by the verb in a sentence may be structured as an active or passive sentence. In passive, agent introduced with by may not be expressed at all, in which case causality and agency are unclear. Reason for this may be to avoid repeating the agent, if it's already mentioned in the text or to obfuscate agency and causality (Fairclough 1989:124). Active or passive sentences may express prominence of news actors that can be presented as agents or patients (van Dijk 1988). Research conducted by Fowler (1987) showed that those with power, like the authorities usually appear in first



subject position and perform the role of semantic agent, when they perform neutral or positive actions. When negative actions are involved, agents are expressed in passive construction, or they are not expressed at all. Grammatical features as well as all the other aspects of text analysis do not carry any significance in themselves, but have certain functions in relation to their role in reproducing or resisting ideology and social power. At the level of interpretation modes of discourse representation in headlines are analyzed since our study investigates how newspaper discourse is interpreted and produced. They are broadly classified into two types: direct and indirect discourse (Fairclough 1992a: 107). Therefore, our analysis focuses on direct and indirect speech used in headlines. According to van Dijk (1989) "literal quotation may express deference, respect and truthfulness with regard to powerful actors and speakers, but it may also signal distance and doubt when "controversial" actors or speakers are mentioned." According to Fairclough (2010: 132) at the explanation level the relationship between discursive processes and social processes are in focus. Thus, there are a number of levels at which a piece of discourse is embedded in relation to sociocultural practice: the immediate situation, the wider institution or organization, and a societal level. The focus of our study is the analysis of newspaper discourse at a societal level, with particular focus on similarities and differences of discourses in two different sociocultural contexts.

### **Analysis of newspaper headlines in *The Times* and *Jutarnji list* based on CDA**

This paragraph analyzes newspaper headlines reporting on Qatar World Cup based on van Dijk's approach and Fairclough's three-dimensional framework.

#### Van Dijk's approach

Following van Dijk's approach, topics of articles, with the focus on headlines are analyzed. The following table shows the occurrence and the number of World Cup-related topics in headlines from *The Times*.

Table 1 World Cup- related topics in *The Times*

	National topics 101 (37%)	International topics 166 (63%)
Football	55 (54.4%)	80 (48.1%)
Team manager	16 (15.8%)	5 (3%)
Player (professional life)	12 (11.8%)	38 (22.8%)
Fans	7 (6.9%)	13 (7.8%)
Player (private life)	6 (5.9%)	7 (4.2%)
General facts	2 (1.9%)	3 (1.8%)
Referee	1 (0.9%)	3 (1.8%)
Football Association	1 (0.9%)	0

WAGs	1(0.9%)	1 (0.6%)
Politics	0	7 (4.2%)
FIFA	0	5 (3%)
Accidents	0	4 (2.4%)

Topics of the articles are grouped in two major categories: national and international ones. There are 101 (37%) articles that deal with national football-related topics. Furthermore, each of these categories can be subcategorized. Thus, among national topics, 55 (54.4%) articles deal with football, their prevalent focus are football matches, results, match analysis (e.g. How England have become the masters of tournament football), 16 (15.8%) articles focus on the team manager (e.g. Gareth Southgate may be relaxed but he is heading into defining week of his career), 12 (11.8%) deal with players, in relation to their professional life, performance and career (e.g. Jude Bellingham will be the world's best midfielder, says Phil Foden), 7 (6.9%) articles are focused on fans (e.g. 'Lack of alcohol' fuelling England fans' good behaviour at Qatar World Cup), 6 (5.9%) articles deal with different aspects of players' private lives (e.g. The good, the bad, and the ugly- the ultimate England football tattoo quiz). There are 2 (1.9%) articles dealing with some interesting facts about the World Cup (e.g. Robbie Williams defends Qatar concert), 1(0.9%) article dealing with referees (E.g. The referee's a ...terribly mistreated tragic figure), 1 (0.9%) article deals with the football association (e.g. Gareth Southgate: FA hopes players' backing will persuade England manager to stay) and 1 (0.9%) with footballers' wives and girlfriends (e.g. WAGs back on land- and players off the leash at World Cup).

166 (63%) articles deal with various international topics. Among them, 80 (48.1%) focus strictly on football (e.g. World Cup 2022: How Croatia became serial overachievers), 38 (22.8%) articles deal with players' professional lives (e.g. Lionel Messi has nothing left to prove but deserves World Cup coronation), 13 (7.8%) focus on fans (e.g. Qatar World Cup: Morocco fans' party became an organized attack, say French police), 7 (4.2%) articles deal with players' private lives (Moroccan star's mother dances her way into World Cup history), 7 (4.2%) focus on some political aspects of football (e.g. Fifa bans Ukraine president Zelensky's 'appeal for peace' from the World Cup final), 5 (3%) articles focus on team managers (e.g. The Morocco manager who has got his fighters thinking like winners as Spain showdown looms), 5 (3%) articles deal with FIFA (e.g. World Cup: Fifa delivered on promise to grow game in a new part of the world), 4 (2.4%) articles focus on some accidents (e.g. World Cup chief dismisses question about migrant worker's death), 3 (1.8%) articles focus on referees (e.g. Wilton Sampaio could referee the World Cup final as Michael Oliver sent home by Fifa), 3 (1.8%) on some general interesting facts (e.g. Qataris get dream World Cup final – for \$200bn), 1 (0.8%) article deals with

footballers' wives and girlfriends (Where are France's WAGs? Kylian Mbappe brings his mother and lawyer to World Cup matches).

The following table shows the occurrence and the number of World Cup- related topics in headlines from *Jutarnji list*.

Table 2 World Cup- related topics in *Jutarnji list*

	National topics 164 (62%)	International topics 90 (38%)
Football	59 (35.6%)	38 (42.2%)
Player (professional life)	50 (30.5%)	25 (27.7%)
Fans	26 (15.85%)	3 (3.3%)
Team manager	10 (6%)	8 (8.9%)
Football association	6 (3.6%)	0
Player (private life)	5 (3%)	8 (8.9%)
Interesting facts	5 (3%)	5 (5.6%)
Economy	2 (1.2%)	0
Church	1(0,6%)	0
FIFA	0	2 (2.2%)
Referee	0	1 (1.1%)

164 (62%) articles from *Jutarnji list* deal with national topics. Among them, 59 (35.6%) articles deal with strictly football (e.g. Kraljevi! "Vatreni" će drugi put zaredom igrati u polufinalu. Utakmica je na rasporedu u utorak u 20 sati/ Kings! "Vatreni" will play in the semi-finals for the second time in a row. The match is scheduled for Tuesday at 8 p.m), 50 (30.5%) articles focus on players' professional lives (e.g. Kako je Luka postao vođa/ How Luka became a leader), 26 (15.8%) deal with fans (e.g. Navijači s Kolindom u Dohi pjevali i razvili zastavu dugu 200 metara/ Fans sang with Kolinda in Doha and unfurled a 200-meter-long flag), 10 (6%) articles deal with the team manager (e.g. Dalić je mislilac, čovjek s puno vrijednosti/ Dalić is a thinker, a man with many values), 6 (3.6%) articles deal with the association (e.g. Nova injekcija: "vatreni" priskrbili Savezu još četiri milijuna eura/ A new injection: "Vatreni" provided the Association with another four million euros, 5(3%) articles deal with players' private lives (e.g. Sanjali su...a sada žive svoj san, Sosa je stoječki pisao ispite iz fizike i matematike, Gvardiol je vikendima prodavao ribu, a Livaković i Vrsaljko, kao klinci su se iza zgrade zajedno igrali loptom/ They dreamed... and now they live their dream, Sosa wrote physics and mathematics exams while standing, Guardiola sold fish on weekends, and Livaković and Vrsaljko, as kids, played with the ball together behind the building), 5(3%) deal with some interesting facts about football (e.g.Ma kakve "kockice", ono što mi trebamo brendirati su hvadrati / "Squares" are history, what we need to brand are 'hvadrati'), 2 (1.2%) articles with economy (e.g. Trijumf nogometaša u Kataru diže

hrvatski BDP za četiri milijarde kuna?/ The triumph of football players in Qatar increases Croatian GDP by four billion kuna?), and 1 (0.6%) with church in relation to football (e.g. Fratri za "vatrene", a papa Argentinac, "Kad igraju naši u Kataru, bolje da s nama ne gledate utakmicu. Mogli biste svašta čuti čak i od nas svećenika"/ The friars are for the "vatreni", and the pope is an Argentinian, "When our team plays in Qatar, you'd better not watch the game with us. You could hear all kinds of things even from us priests."

International topics are found in 90 (38%) articles. Among them, 38 (42.2%) deal with football (e.g. Maroko drugi put u povijesti izborio osminu finala/ For the second time in history Morocco reached the World Cup's final eight), 25 articles focus on players' professional lives (27.7%) (e.g. Mnogi ga mrze, većina mu se divi, ali ponovno igra sjajan nogomet/ Many hate him, most admire him, but he is playing great football again), 8 (8.9%) articles deal with team managers (e.g. Van Gaal podnio ostavku, naslijedit će ga Koeman?/ Van Gaal resigned, will Koeman succeed him?), 8 (8.9%) articles focus on players' private lives (e.g. Gue-sung Cho ne može spavati zbog rasta popularnosti/ Gue-sung Cho can't sleep because of his rising popularity), 5 (5.6%) on some interesting facts related to football (e.g. Nogomet se ne vraća u Englesku, ali se zato vraća mačak Dave/ Football isn't coming back to England, but the cat Dave is), 3 (3.3%) articles deal with fans (e.g. U navijačkim neredima u Francuskoj uhićeno 167 osoba/ 167 people arrested in fan riots in France), 2 (2.2%) with FIFA (e.g. FIFA predstavila Al Hilm, novu loptu za utakmice polufinala i finala/ FIFA presented Al Hilm, a new ball for semi-final and final matches), and 1 (1.1%) with a referee (e.g. U sjeni loših sudaca, Posljednji Messi je SP želimo pamtiti po majstorijama/ In the shadow of bad judges, We want to remember Messi's last World Cup for his mastery).

#### Description of newspaper headlines

At the level of description textual analysis of headlines is conducted. Linguistic features of headlines are examined through analysis of passive voice used in selected headlines. The following table shows the occurrence of passive structures in selected headlines from *The Times* and *Jutarnji list*.

Table 5. Passive structures in headlines in *The Times* and *Jutarnji list*

	The Times	Jutarnji list
Passive structures	27 (10%)	7 (2%)

There are 27 (10%) instances of passive structures in selected headlines from *The Times*, and 7 (2%) in headlines from *Jutarnji list*.

Out of 27 examples of passive structures, 13 have agents expressed with *by* (e.g. Last dance for Brazil as they are stunned by Croatia in shoot-out). 14 passive structures do not have semantic agents expressed with *by*. Out of these 14 examples, the agent

is known from the context in 11 passive structures (e.g. England vs France: Kylian Mbappé is tamed, but this hurt). Agent is unknown only in 3 passive sentences (e.g. Macron mocked for World Cup speech to defeated French players). There are just 7 (2%) instances of passive structures in *Jutarnji list*. There is no agent expressed in any of these structures, but it is known from the context in all these examples (e.g. U navijačkim neredima u Francuskoj uhićeno 167 osoba/ 167 people arrested in fan riots in France)

### Interpretation of newspaper headlines

In the second stage of Fairclough's framework, reporting modes of discourse representation are analyzed. Since newspaper articles express what people have said, reproduce their opinions and comments, they contain various examples of direct and indirect quotations. These are also found in headlines. Direct speech refers to the speaker's exact words included in text with quotation marks. Indirect speech reports the speaker's words without directly quoting them, thus indirect discourse is realized by a subordinate clause. The proportion of direct and indirect speech found in selected headlines from *The Times* and *Jutarnji list* is presented in the table below.

Table 6. Direct speech in *The Times* and *Jutarnji list*

	The Times	Jutarnji list
Direct speech	22 (8%)	68% (27%)
Indirect speech	9 (3%)	0

There are 22 (8%) instances of direct speech and 9 (3%) instances of indirect speech in *The Times*. There are 68 (27%) instances of direct speech in *Jutarnji list*. There are no examples of indirect speech. Specific feature of headlines in newspaper discourse is that quotation marks are frequently omitted in the examples of direct speech. The following examples of direct and indirect speech are from *The Times*:

Gareth Southgate: Why do I stay sitting down? Because I trust my England players

England World Cup star Jordan Pickford had it all aged 17, says Scotland hero Craig Gordon

The following examples of direct speech are from *Jutarnji list*:

Zlatko Dalić: Protiv Kanade smo digli letvicu i kriterije. Brine me samo što je ovo "biti ili ne biti" (Zlatko Dalić: We raised the bar and criteria against Canada. I only worry about the fact that this is "to be or not to be")

Branko Strupar: Emile Mpenza i ja komunicirali smo osmijesima! (Branko Strupar: Emile Mpenza and I communicated with smiles!)

### Explanation stage

This paragraph deals with the analysis of social determinants of discourse considering societal contexts.

### Societal Context

According to recent research the UK is ranked as the world's 'global power', the second most powerful country in the world according to its economic, political, scientific and cultural influence (UK Defence Journal). Football in the UK has an enormous impact, it's more than a way of life, and an integral part of the UK culture and history. Its popularity has lasted for centuries. Since it was invented by the English in 1170, who established the rules of the modern game, it can be said that it's England's national sport. The Football Association was created in 1863. England has more than 40,000 registered football clubs, the biggest ones are in the Premier League. Furthermore, it's one of the biggest sources of income since the Premier League attracts tourists from all over the world (GB Mag). Football is an internationalized sport, it connects people of different socio- economic backgrounds. In Croatia football is also the most popular sport. The Republic of Croatia is a small European country that gained independence in 1991. Rich history of the Croatian Football Association started in 1912 (HNS-cff). Development of football in Croatia is closely intertwined with the political situation (Lalić, 2018). From the very beginnings of its independence football had a very important role in promoting the country and its people (Sipus 11). In Croatia, just like in England, football has permeated all spheres of people's lives, it has become a part of cultural heritage, Croatian identity has been formed through football. All this shows that football plays a major role in Croatian people's lives. Croatia's national football team played a major role in international football, they announced a new era of world football (Doyle 1). The team achieved enviable results by finishing second in the FIFA World Cup in 2018, and third in 1998 and 2022. It was during the 1998 FIFA World Cup that the whole world learned about Croatia.

Both newspapers deal with similar topics in relation to the World Cup. The most conspicuous difference is in the proportion of national vs. international topics. Thus, the proportion of national topics in *The Times* is 37%, and of international topics 67%. On the other hand, in *Jutarnji list* the numbers are almost exactly the opposite, 62% deal with national topics, and 38% with international ones. An important feature of CDA is that media discourse reflects cultural values and identities, and our results confirm that. The UK has a longer and richer history of football than Croatia. Moreover, football was invented by the English. Therefore, it's not surprising that their interest extends beyond national topics, so more articles are dedicated to international World Cup- related topics. On the other hand, Croatia is a much smaller country that gained its independence 32 years ago, and Croatian identity has been created through football. This is reflected in the higher number of articles that deal with national World Cup- related topics. For such a small country, with quite modest sources of financing sports in general, in comparison to many other bigger

countries, it's been an enormous success to finish second and third in previous World Cups. Consequently, national fervor, identity and enormous pride are intertwined with football. For this reason, the team manager and players are generally held in enviable respect by people in our country. This is also reflected in the number of the examples of reported speech in *Jutarnji list*. 27% of all headlines are instances of reported speech, mostly quotations of what current and former respectable national team players, and the team manager have said. People in Croatia generally feel enormous pride because of our team's success, therefore players and the team manager are always in focus of attention, which is reflected in newspaper discourse as well.

### **Discussion and conclusion**

This paper focuses on the differences and similarities between newspaper discourses that are framed in two different socio-cultural contexts. A critical discourse analysis is conducted through Fairclough's three stages of description, interpretation and explanation, complemented by Van Dijk's approach to news discourse. The results of our analysis have revealed certain differences as well as similarities between the two newspapers. Both the UK and Croatia can be described as football nations whose identity and emotions are closely linked to football. This is also reflected in the number of articles dealing with the 2022 World Cup in selected newspapers, there is an insignificant difference between them in the total number, 267 in *The Times* and 254 in *Jutarnji list*. Overall analysis of topics related to football has revealed some interesting findings. The most noticeable difference between the two newspapers is in the proportion of national and international topics. The proportion of national topics in *The Times* is 37%, and in *Jutarnji list* 62%. International topics are found in 63% of headlines in *The Times*, and 38% in *Jutarnji list*. These 2 categories have been further divided into topics that deal with football matches and results, players' professional and private lives, fans, some general facts about the World Cup, football association, WAGs, politics, FIFA, accidents. There are some differences in proportion of these topics in *The Times* among national and international categories. Thus, the three most frequent topics among national categories are the ones related strictly to football (54.4%), to the team manager (15.8%) and players' professional lives (11.8%). Among international topics, the three most frequent ones are related to football (48.1%), players' professional lives (22.8%), and fans (7.8%). We can conclude that *The Times* focus more on their national team manager than on foreign ones, and also shows considerable interest in foreign players' professional lives. Other topics are not so frequently present in the selected sample of articles in both categories.

Among national topics in *Jutarnji list* the three most frequent ones are related to football in general (35.6%), players' professional lives (30.5%) and fans (15.85%). Among international topics the three most frequent ones are related to football (41.1%), players' professional lives (27.7%), team managers and players' private

lives (both 8.8%). We can conclude that fans in Croatia are, besides football in general and players, frequently represented in newspaper articles, their opinion and comments also tend to be included in headlines. At the description level, passive structures have been analyzed. There are 10% of passive sentence forms in *The Times*, and only 2 % in *Jutarnji list*. Out of 27 examples of passive structures in *The Times*, agent is unknown only in 3 examples, and in other examples it's known either from the context, or it is introduced with *by*. In all the Croatian examples agent is known from the context. We can conclude that in both newspapers passive structures are not used with the aim to obfuscate agency or causality, but simply to put semantic patients in focus. At the interpretation stage results of our analysis show that there is a considerable difference between *The Times* and *Jutarnji list* in the instances of direct and indirect speech used in headlines. The proportion of direct speech in *Jutarnji list* is 27%, and 8% in *The Times*. Indirect speech is not found in *Jutarnji list*, there are 9 (3%) examples in *The Times*. The examples mostly refer to what Croatian professional players have said, then the team manager's words and opinion, fans' words are also quoted. Football players and the team manager are generally highly respected in Croatia, and this is reflected in news discourse, both through topics and examples of direct quotations. They are very powerful in the domain of football, thus represent relevant sources of information, consequently a high degree of truthfulness is achieved which can also attract more readers' attention. Newsworthy and powerful actors, like the team manager and team players are also quite frequently represented in *The Times*, but more through journalists' words, as topics of articles, rather than with direct discourse. We can conclude that two newspaper discourses reflect cultural values and identities of their respective countries, as well as shape representations of a major football event, and at the same time entertain people and keep them well informed.

## References

- [1] Doyle, J. (2010). *Svijet je lopta*. Znanje.
- [2] Fairclough, N. (2010). *Critical discourse Analysis: The Critical Study of Language*. 2<sup>nd</sup> ed. London: Longman.
- [3] Fairclough, N. (2001). *Language and Power*. 2<sup>nd</sup> ed. London: Longman.
- [4] Fairclough, N. (1995). *Media Discourse*. London: Bloomsbury Publishing.
- [5] Fairclough, N. (1992). *Discourse and Social Change*. Cambridge: Polity Express.
- [6] Fowler, R. (1987.) The intervention of the media in the reproduction of power. In I.M Zavala, T. A. van Dijk and M. Diaz-Diocaretz, *Approaches to Discourse, Poetics and Psychiatry* (pp. 67-80). John Benjamins Publishing Company.
- [7] Halliday, M. (1994). *An introduction to functional grammar*. E. Arnold.
- [8] Lalić, D. (2018). *Nogomet i politika*. Fraktura.
- [9] Peterlicean, A., Berariu E.C. (2020). On the Discourse of Online Sports News Headlines. *Acta Universitatis Sapientiae, Philologica*, 12(3), 155-171.



- [10] Richardson, J.E. (2007). *Analysing Newspapers. An Approach from Critical Discourse Analysis*. Red Globe Press.
- [11] Šipuš, D. (2017). *Sport i nacija: fenomen nogometa u hrvatskom socio-kulturnom ozračju*. Undergraduate thesis: University North.
- [12] Ulum, O.G. (2016). Newspaper Ideology: A Critical Discourse Analysis of News Headlines on Syrian Refugees in Published Newspapers. *Turkish Studies*, 11 (15), 541-552.
- [13] Van Dijk, T. (1989). Critical News Analysis. *Critical Studies*, 1 (1),103-126.
- [14] Van Dijk, T. (1988). *News as Discourse*. Lawrence Erlbaum Associates, Inc. Publishers. New Jersey.
- [15] Wodak, R. (1996). *Disorders of Discourse*. London: Longman.  
<https://greatbritishmag.co.uk/uk-culture/why-football-in-the-uk-popular/>  
<https://ukdefencejournal.org.uk/new-study-ranks-britain-second-powerful-country-world/> <https://hns-cff.hr/hns/o-nama/povijest/>

# The Founding Elements of Enlightenment Philosophy: The Relationship Between Language, Knowledge and Society

**Alessandro Prato**

Assoc. prof, Dr. , University of Siena, Italy

## Abstract

This paper aims to examine the most important aspects of Enlightenment philosophy (and its main authors: Locke, Condillac, Diderot, Beccaria, Montesquieu) with special reference to the following topics: 1. The analysis of cognitive faculties and denial of the existence of innate ideas; 2. The criticisms of the concept of absolute authority; 3. The sovereignty and freedom of the individual; 4. Cartesian dualism between soul and body, between thought and matter. 5. The rejection of anthropocentrism led to criticism of providentialism; 6. The relationship between man and animals, and the discussions about the matter of animal language. This new formulation of ideas from the century of Enlightenment is of fundamental importance, and although not all of the hoped-for objectives were achieved – for example, those concerning human rights - their ideal was widely accepted, and those who criticise the existing order today do so in the name of Enlightenment.

**Keywords:** Philosophy of enlightenment, Political Science, Materialism, Philosophy of language.

## Introduction

### Criticism of authoritarianism

One of the themes of Enlightenment philosophy that remains particularly interesting today is the secular conception of man and his faculties, with its underlying denial of the existence of innate ideas, and rejection of the belief that there are innate principles in the human mind, present - explicitly or only potentially – from birth. Principles like, for example, the logical principle of non-contradiction (“A is not not-A”), mathematical principles (equality, proportion, etc.), or practical and moral principles like the ideas of Virtue and duty, and the ideas of Good and of God.

Among the most influential leading lights of the age of Enlightenment, John Locke dedicated the most thought to this theme in his fundamental *Essay on human understanding* (1690). He emphasised, on the one hand, the fact that we learn

everything from sensations alone, given that no cognition or idea springs from a principle that exists prior to experience, and on the other, how the denial of innate ideas can cast doubt on the principle of goodness, beauty and absolute perfection – a perfection rooted in something that precedes the existence of the subjects that contain it, and is thus eternal, immutable, necessary, primordial and independent of those subjects.

In Locke's view, then, man does not possess original or primary characteristics impressed into his mind from birth, because his mind, at the initial moment of his existence, is in fact a blank sheet, completely without characteristics or ideas (Locke 1690: 593). Locke observed that only successively, and very gradually, does a child begin to formulate ideas which, without presupposing anything remotely innate, are derived solely from two sources or fountains: sensation and reflection (or interior perception). There are no ideas in the mind aside from those that have been impressed there by these two sources, which constitute experience, the only thing that provides the materials of human reasoning. As all of 18<sup>th</sup>-century gnoseology - from Hume to Kant – would assert, there can be no use of the intellect outside of experience: contrary to Descartes, according to this viewpoint, reflection is a part of experience, and although not a true "sense," because it has no relationship with external objects, is something very similar. In fact, Locke defined it as "internal sense" (Locke 1690: 594).

The confutation of innatism had political significance, given its association with criticism of the concept of absolute authority. The denial of innate and incontrovertible principles was fused with the political and religious liberalism of which Locke was also a proponent<sup>1</sup>. This concept of privileging autonomous individual choices, unconditioned by the impositions of any external authority, is fundamental, and ties in with man's emancipation from dogmas and institutions considered untouchable, like religious ones, for example. The result of this emancipation is the possibility of open and free discussion; the Enlightenment stimulated the cultivation of a critical spirit, but one that must not be excessive, otherwise it would become a generalised denigration, and that must not be an end unto itself. Hence, it must always present a positive counterbalance: generalised scepticism and systematic derision only seem to make sense on a superficial level, deviating from the spirit of Enlightenment and creating an immense obstacle to its action (Todorov 2006: 48).

The tradition continued to be important in any case, but is not in itself sufficient to render a principle legitimate. Diderot, for example, defined the philosopher and the thinking man as one capable of thinking independently, without allowing himself to be conditioned by tradition, authority and prejudice. This is one of the

---

<sup>1</sup> A theme widely discussed in critical literature, for example in Hazard (1963), Venturi (1970), Moravia (1982: 128 ss), Casini (1994: 23-35), Franzini (2009: 37-47).

fundamental principles of the Enlightenment - *Sapere aude!* – emphasised by both Montesquieu (1748: I, 58) and Kant<sup>1</sup>.

Independence, however, did not mean self-sufficiency: relations with society and interaction with others are fundamental to man; he could not live without them, and human qualities and language itself ensue from them. Without relationships with others, we would be unable to have a perception of ourselves and our existence. This was a theme of great concern to Rousseau, who wrote that our existence is collective and our truest self is not entirely within us (Rousseau 1772-76: I, 813). De Sade has been much-stigmatised from this point of view, given that he made self-sufficiency a rule to live by and considered his own pleasure the only important thing, without any need to bear in mind what others thought or felt; for him, solidarity with others was something that hindered men from being independent. Todorov considers De Sade's position contrary not only to the spirit of Enlightenment, but also to common sense (Todorov 2006: 41-42)<sup>2</sup>.

Enlightenment thinkers also maintained that in order for emancipation to be effective and concrete, there must be complete freedom to analyse, discuss and doubt. The individual must no longer be subject to precepts that are legitimised solely by the fact that tradition considers them valid; no authority, regardless of its solidity or the prestige it enjoys, is immune from criticism (Todorov 2006: 11).

This need led to the generation of two fundamental principles of Enlightenment philosophy that underlie the liberal constitutions of western countries today: the sovereignty and freedom of the individual. The former focuses on the fact that all power is derived from the people, and nothing is superior to the general will: as Rousseau clearly underscored, the origin of power is not divine, but human, so any form of power is not transmitted, but merely entrusted, and the people can always take back what they have temporarily lent to a government (Rousseau 1761: 170). The latter highlights both pluralism and the division of powers, with two important consequences: the first concerns the separation between religious and political power, based on the principle that the ultimate end point of free human action is no longer God, but men themselves. The second addresses the separation between legislative, executive and judicial powers; this is a fundamental point, because the separation of powers, from Locke onwards (Viano 1960: 223-25), has been at the core of modern constitutionalist doctrine, which guarantees that the people who carry out functions linked with each of these powers are subject to the law. The power that governs a society is obligated

---

<sup>1</sup> The famous "Answering the question: What is Enlightenment?" now in Kant (1965: 141)

<sup>2</sup> Todorov's interest in the Enlightenment is demonstrated by his fundamental *Nous et les autres. La réflexion française sur la diversité humaine* (1989), *Les Morales de l'histoire* (1991), and his monographic study on *L'esprit des Lumières* del 2006.

to govern through laws to which it itself is subject. These principles led to the condemnation of absolutism espoused first by Locke, and then by the authors of the *Encyclopédie*, who intended “absolute” to mean a government that does not concern itself with obtaining consensus and does not recognise that it has obligations towards its subjects, or a government that reserves the right to follow a political line even without the approval of those it governs, and to defend interests that conflict with theirs.

In this sense, the Enlightenment is a humanism (Todorov 2006: 15)<sup>1</sup> that acknowledges the inalienability of human rights, which are universal, and it is thanks to their universality that men can be considered equals, by right: equality stems from universality. An example is the right to life and to individual safety and integrity, due to which practices like the death penalty and torture – long accepted in Europe – came to be considered inhumane.

Over the course of the 18<sup>th</sup> century, jurisprudence itself went through a fundamental phase of theoretical reconsideration and revision of its own conceptual presuppositions; the essential reference on this point is Beccaria’s treatise *Dei delitti e delle pene* (1764), in which the author advocated a secular, desacralized conception of law that broke with age-old tradition, differentiating crime from sin and establishing that the law must concern itself not with fault, but with damages wrought by individuals on society<sup>2</sup>. Polemical regarding the obscurity of law, Beccaria had argued in favour of the rule of law and the efficacy of juridical communication: he was a harsh critic of the use of Latin, which at the time was still widespread in jurisprudence, contending that laws, since they concerned the entire population, must be expressed in common language so as to be understood by all. In order to be truly useful, reason – the guiding principle of law – must be shared by the community<sup>3</sup>.

The assertion of the universality of rights also had the important consequence of drawing attention to peoples with different mentalities and customs than Europeans – not to the point of ending the prejudices with which scholars had considered other peoples, but it certainly contributed to changing their way of thinking and awakening interest and curiosity about other cultures, and keeping them from confusing their own tradition with the natural order of the world (Beccaria 1764: 17).

## Materialism

---

<sup>1</sup> This idea is also developed in several points by Todorov (1991); see also Todorov (2002: 238-81).

<sup>2</sup> See Venturi’s observation on this (1969: 698): “Beccaria thus ended up denying any connection between the religious conception of evil, original sin and sin in general with the science of legislation, fully deconsecrating the legal relationship and thus leaving man alone in the face of his own responsibility. Laws were his work, and their logic was completely human”.

<sup>3</sup> See Beccaria (1764: 41 ff).

The Enlightenment movement also comprised within it a more radical line of thought which, taking cues from the denial of innatism, came to conceive of matter as the limit or boundary within which lie not only all of our knowledge, but our impulses and pleasures as well. Consequently, our desires and our sensations, including the more spiritual ones, never extend beyond the material, and even the most spiritual and imaginary and indeterminate happiness we might taste or desire is never, and can never be, anything other than material, and thus depends on the state of the body. Thought is tied to sensation (knowing is feeling); it is an attribute of matter, and with this, we have clearly transcended Cartesian dualism between soul and body, between thought and matter. Matter is active; it is not mere extension. Thought is not a spiritual or immaterial entity separate from the body, but is an integral part of it, because in man, matter itself is sentient and rational: the brain, not the soul (Timpanaro 1969: 160). For example, Holbach maintained that when we know something, we feel our body at the same time, and it is this body that feels, thinks, judges, suffers and rejoices, so all of its faculties prove necessary to its particular mechanism and organisation (Holbach 1770: I, 120).

For Diderot as well, the existence of the soul as an autonomous and heterogeneous substance, separate from the body, was unsubstantiated; thus in his writing he never spoke of union or harmony between body and soul like other “philosophe” (e.g. Buffon, Condillac, Helvétius) but of substantial identity (Moravia 1974: 158-60). Thus the soul cannot be considered a simple (i.e., immaterial and lacking extension), single and indivisible substance. The presumed immortality of the soul and the consequent belief in an afterlife is excluded without hesitation. Holbach also maintained that when a man dies, all of him dies, and that “l’esprit ou la soubstance inétendue et immatérielle, n’est qu’une absence d’idées” (Holbach 1770: I, 200)<sup>1</sup>. The most radical and original positions in 18<sup>th</sup>-century materialist philosophy were thus far removed from those that conceive of man first and foremost as an active, creative force, capable of overcoming his own finiteness, identifying in himself a Spinozian nature.

The most important exponents of French materialism were aware of the fact that man, as a natural and sensitive creature, cannot consider himself the purpose of all creation; hence the rejection of any anthropocentric bias and the derision of men’s pretence of being created in the image of God with a different, more important destiny and role than other living beings. Likewise, the pretence of considering the earth to be the centre of the universe was also rejected.

The rejection of anthropocentrism led to criticism of providentialism, according to which man imagines himself favoured by God, and thus believes that the universe was created for him, and that his life and personal vicissitudes are at the

---

<sup>1</sup> Still fundamental in this regard, Timpanaro (1985).

heart of all of nature. The intention of Enlightenment thinkers – in particular Louis-François Jauffret, who in 1799 in Paris founded the *Société des Observateurs de l'homme*, which Cabanis and Tracy also joined – was, rather, to study human behaviour from the moral, physical and intellectual points of view, with reference to testable facts as opposed to abstract, spiritualistic theories. Todorov had great appreciation for the fact that the research carried out by these *philosophes* was based on the idea that the key to interpreting human behaviour and passions was habituation or conformability: nature provides man with a limited number of faculties which are developed through confrontation with various elements, like weather, so the weather/character relationship was one way to target investigation of the interaction between man and the environment, stripping principles of transcendence from man as much as possible (Gensini 1984: 36 n. 24);

The social and political organisation, the natural environment, etc., also constitute habits, lifestyles, customs, and varied and diverse languages. Habituation, then, is also an important element in the conformation and development of man's cognitive and linguistic faculties, which in turn depend considerably on circumstances and education.

The question of the human/animal relationship

The rejection of anthropocentrism also engendered interest in the relationship between man and animals, and in the problem of whether animals have souls, long debated in 18<sup>th</sup>-century philosophy<sup>1</sup>, and also tied to discussions about the matter of animal language. This was a particularly important question if we consider the theoretical context in which 17<sup>th</sup>-century rationalism had initially raised it – a context of deep-rooted scholarly identification between rationality and the immortal soul, and in which Descartes, in his 1637 *Discours de la methode*, had asserted the clear separation between animals and man, denying any form of language and creativity in the former. Descartes used the denial of animal language to counter the Gassendian scepticism and materialism that undermined the idea of man's primacy in the natural kingdom and contested his position at the centre of the universe. Against this conception, which had also been espoused by Montaigne, Descartes countered with a radical anthropomorphism, considering human communication as a privileged, unique and exclusive activity, and language the dividing line, the insuperable boundary between humans and all other living beings. Clearly separating the soul from the body, Descartes asserted that the latter – and by extension beasts, which do not have souls – is purely mechanical, and machines, without some outside influence, are inert. In the context of this view, the human body is activated by the soul,

---

<sup>1</sup> For an examination of this theme, see Prato (2012: 23-38).

which is also the seat of language, considered exclusive to man since animals lack the spiritual principle of the soul.

The Cartesian position was contested by Enlightenment philosophical and scientific thinkers with the aim of demonstrating that even beasts possess a form of language that allows them to communicate with animals of their own species, as well as other species. And the debate began with Locke's *Essay on human understanding* in the part (the third book) dedicated to language. Locke acknowledged that human language is made up of general signs constructed through a process of abstraction. Abstraction, to Locke, mean separating an element from its context; whiteness never appears on its own, but is presented as the simple idea of a perceptible quality found, for example, in the milk we drank the day before. When we eliminate everything that ties that idea to that particular situation, it becomes representative of all other similar qualities that can be found in the most disparate elements that one can see or experience (Locke, E II/XI, 9).

The existence of general terms allows language to be understood by all those who utilise it, regardless of different individual mentalities; this is the condition of intersubjectivity, and thus of language itself. Generality or universality does not pertain to the real essence of things, but to the activity of the intellect; and here we can grasp the difference between Locke's concept of abstraction and that of the scholastic philosophy with which it is polemically contrasted, precisely because Locke did not believe that human intellect could grasp the real essence of things. By creating abstract ideas and marking them with names, people "enable themselves to think and talk in bundles, as it were" (E III/III, 20), and this facilitates the organisation and communication of representations. General ideas formed in this way are the nominal essence of things, the only essence that we can know. The real essences of things – which we must certainly presume exist in that the perceptible quality on the basis of which we distinguish and catalogue things springs from them -, are unknown to us. If there are constant and indissoluble causal connections that bind together the substantial structure of reality, the English philosopher maintained that they can only be determined by God's intellect, and not by man, and in any case – and this is the most important thing -, they have no part in the mechanism of signification. As Hume also affirmed, concepts are relations of ideas, and not actual substance.

The abstracting function of the mind is the criteria that differentiates man from animals, because the other mental faculties (memory, discernment, judgment) are, in Locke's opinion, common to all sentient beings, which possess them in different forms and degrees (Locke E II/X, 10). Only the faculty of abstraction is man's alone, not all of the faculties of the soul. So there are no grounds of principle to exclude the possibility that animal species have some form of sense,



albeit different from and more limited than the nominal essences conceived by the human mind (E II/XI, 11).

This led Locke to attribute some form of language to animals, certainly much less developed than human language, but commensurate with their needs and awareness.

Locke's considerations contributed to fueling the debate on the language of animals, which in the 18<sup>th</sup> century became an opportunity for considered reflection on the relationship between man and animals. Ascribing animals with their own, admittedly far less-evolved form of language thus meant liberating reason from its theological burden and inserting man into a natural continuum in which beings differ in terms of level, as opposed to essence. This entails posing the question of the relationship between body and soul in new terms once again, evaluating the possibility that matter has more than a merely passive function in the formation and development of knowledge (Locke E IV/III, 6).

In the course of the 18<sup>th</sup> century, thanks in part to prospects opened up by Locke's system, there was an increasing tendency to consider animal language as a fully autonomous communications system with its own rules, in many ways analogous to the human language system. This was due in particular to two different but interrelated factors. The first was the change in perspective concerning man's place in the universe, whereby man was no longer considered to be nature's ultimate purpose, the most perfect of all living beings, created in God's image. The second factor, mentioned above, was the different conception of sensation asserted by the *philosophes*, starting with Locke's criticism of innate ideas, i.e., that sensation was not simply an opportunity for knowledge, but its very foundation, confuting the traditional distinction between inferior and superior forms of humanity. Reason was no longer considered an incommensurable faculty compared to sensibility, as it moulds the mind to achieve its most complex manifestations of knowledge and thought. Reason thus began to be considered a more complex form of sensibility, and no longer a specifically human attribute.

In the *Histoire des animaux* (1749), Buffon individuated two meanings for the term "feeling": a movement corresponding to a shock or a resistance, and the faculty to perceive and compare perceptions. In the *Animal* entry written for the first volume of the *Encyclopédie* published in 1751, Diderot added a third meaning related to the sentiments of pleasure and pain and self-awareness (Diderot 1751: 101). In fact, Diderot plainly acknowledged the substantial continuity between man and animals based on the "sensibility" that pertains to the entire sphere of living beings, of which man is simply a particular case; and La Mettrie, in *Homme machine* (1751), attributed animals, to a certain degree, with both a form of reason and the faculty of imagination, effectively corroborating the

thesis of man's savage, natural origin so detested by spiritualist philosophers and the Church.

Cartesian philosophy had established a scission between these different forms of sensibility: the stimulus response mechanism was considered totally different from perceiving and feeling emotions, and in fact was associated with the *res extensa*, while the other two forms of knowledge were linked to the *res cogitans*. The outcome of this distinction was the concept of the *bête machine*, capable of sensation but incapable of feeling and comparing emotions. In 18<sup>th</sup>-century philosophy, on the other hand, these three meanings of "feeling" were brought back together, leading to the complete revision, if not the total abandonment, of the *bête machine* concept. Even Buffon, who in many respects continued to utilise the Cartesian theoretical model, demonstrated in various parts of his work that he considered Cartesian animal automatism outmoded, and even came to suggest that animals were conscious of their own existence, considerably reducing the distance that separated them from man.

In his *Traité des animaux* (1755), Condillac emphasised sensation as a matter of awareness that lay in the spiritual sphere as well as the physical, and then outlined a picture of the development of animal faculties deriving from sensation in an analogous way to the development of human faculties, but asserting that animals' abilities cannot reach human levels because animals have limited needs and a differently formed phonic apparatus. In the human mind, the passage from the simultaneity of thought to the seriality of speech develops through an analytical process in which we can observe what we do when we think. This led Condillac to consider languages as analytical methods. Language is thus not structured solely for the purpose of communication, but is also a crucial tool for analysing thought and breaking it down into discrete segments (Simone 1992: 155). Condillac's interest in signs stemmed from the form of empiricism itself: mental activity can occur only if it has a perceptible material support. As long as one is standing before a rose, or a dog, thought consists of the sensation derived from the subject's relationship with this element of the real world; this is a process that man has in common with animals. But when the object of thought is the number 2, or a dog in general, there is nothing in the real world that can elicit that particular sensation. It is arbitrary language that designates ideas that are not given in nature, which is very different from the natural language of animals. In this case, language is necessary for thought, because otherwise there would be no way to dominate the diversity of phenomena, and because certain objects of thought do not correspond to sensations, i.e., ideas. The key to activating the faculties of the soul, from memory to imagination, is the "liaison des idées".

This new formulation of ideas from the century of Enlightenment (concerning materialism, human rights, political science and linguistics) is of fundamental importance, and although not all of the hoped-for objectives were achieved – for

example, those concerning human rights - , their ideal was widely accepted, and those who criticise the existing order today do so in the name of Enlightenment.

### **Bibliographical references**

- [1] Beccaria C. (1764), *Dei delitti e delle pene*, a cura di A. Burgio, Milano, Feltrinelli, 1981.
- [2] Binni W. (1969), “Leopardi poeta delle generose illusioni e dell’eroica persuasione”, in Leopardi 1969, I, pp. XI-CXX.
- [3] Casini P. (1994), *Scienza, utopia e progresso. Profilo dell’illuminismo*, Roma-Bari, Laterza.
- [4] D’Agostino G. (2010), “Alla ricerca del disvelamento. Conversazione a distanza con Todorov”, in Todorov, *Una vita da pastore*, Palermo, Sellerio, 2010, pp. 441-476.
- [5] Formigari L. (1990), *L’esperienza e il segno*, Roma, Editori Riuniti. □
- [6] Formigari L. Casertano G. e Cubeddu I. (1999), a cura di, *Imago in phantasia depicta. Studi sulla teoria dell’immaginazione*, Roma, Carocci.
- [7] Franzini E. (2009), *Elogio dell’illuminismo*, Milano, Bruno Mondadori.
- [8] Gensini S. (1984), *Linguistica leopardiana*, Bologna, Il Mulino.
- [9] Hazard P. (1963), *La Pensée européenne au XVIII siècle*, Paris, Fayard.
- [10] Holbach P. T. (1770), *Système de la nature*, Paris, Fayard, 1972.
- [11] Kant I. (1965), *Scritti politici*, Torino, Utet.
- [12] Leopardi G. (1969), *Tutte le opere*, a cura di W. Binni e E. Ghidetti, Firenze, Sansoni, 2 voll.
- [13] Locke, J. (1690), *Essay on human understanding*, Oxford, Clarendon Press, 1975 (tr. it. di C. Pellizzi, *Saggio sull’intelletto umano*, Roma-Bari, Laterza, 1988).
- [14] Montesquieu, C.L. (1748), *L’esprit des lois*, Paris, Flammarion, 1967 (tr. it. di S. Cotta, *Lo spirito delle leggi*, Torino, Utet, 1995).
- [15] Moravia S. (1974), *La scienza dell’uomo nel Settecento*, Roma-Bari, Laterza.
- [16] Id. (1982), *Filosofia e scienze umane nell’età dei lumi*, Firenze, Sansoni.
- [17] Prato A. (1999), “Immaginazione, conoscenza e linguaggio in Giacomo Leopardi”, in Formigari, Casertano e Cubeddu 1999, pp. 319-38.
- [18] Id. (2012), *Filosofia e linguaggio nell’età dei lumi. Da Locke agli idéologues*, Bologna, I libri di Emil.

- [19] Rousseau J.J. (1761), *Le contrat social*, Paris, PUF, 1980, (tr. it. di P. Rossi, in Id., *Opere*, Firenze, Sansoni, 1995).
- [20] Id. (1772-76), *Dialogues*, in Id., *Oeuvres Complètes*, Paris, Vrin, 1985.
- [21] Sansone, M. (1964), "Leopardi e la filosofia del Settecento", in *Leopardi e il Settecento*, Firenze, Olschki, pp. 133-72.
- [22] Timpanaro S. (1969), *Classicismo e illuminismo nell'ottocento italiano*, Pisa, Nistri-Lischi.
- [23] Id. (1985), "Introduzione", in Holbach, *Il buon senso*, Milano, Garzanti, 1985, pp. VII-LXXXI.
- [24] Id. (1997), *Sul materialismo*, Milano, Unicopli.
- [25] Todorov T. (1989), *Nous et les autres. La réflexion française sur la diversité humaine*, Paris, Le Seuil.
- [26] Id. (1991), *Les Morales de l'histoire*, Paris, Grasset.
- [27] Id. (2002), *Devoirs et Délices. Une vie de passeur. Entretiens avec Chatherine Portevin*, Paris, Seuil (tr. it. di G. D'Agostino, *Una vita da passatore*, Palermo, Sellerio, 2010).
- [28] Id. (2006), *L'esprit des Lumières*, Paris, Éditions Robert Laffont (tr. it. di E. Lana, *Lo spirito dell'illuminismo*, Milano, Garzanti, 2007).
- [29] Venturi F. (1969), *Settecento riformatore*. Torino, Einaudi.
- [30] Id. (1970), *Utopia e riforma nell'illuminismo*, Torino, Einaudi.
- [31] Viano C.A. (1960), *John Locke. Dal razionalismo all'illuminismo*, Torino, Einaudi.

# Techniques and Strategies of Communication and Cooperation with Colleagues Inside and Outside the School

**Menada Petro**

PhD, "Aleksandër Moisiu" University Durrës, Albania

## Abstract

The communication and cooperation with colleagues, has been seen that it affects the performance of teachers at school, their desire for work and the love and quality with which they conduct lessons, as well in creating a positive school climate although it is not talked too much and is not addressed in the various reports. This paper aims to develop and understand different forms of communication with colleagues in educational institutions, in order to increase and improve cooperation between them. The paper also aims to bring techniques and strategies that will increase the communication and cooperation skills between teachers, based on the review of a wide literature, its evaluation by bringing contemporary studies as well as different viewpoints regarding the relationship between the pedagogical staff in the school and outside of it. The cooperation helps the realization of the Individual Education Plan, but also the planning of educational work at school. This cooperation aligns work objectives to develop the student's potential and to improve student's results. A bad and non-cooperative relationship with colleagues and managers affects quality reduction. In most of their work, teachers are seen not only as transmitters of knowledge, but also as behavior models and educators of a new generation. It is thought that cooperation has an impact on the teacher's performance, but also on the students' performance and results. The article combines the researcher's point of view, and gives some recommendations as well-planned implementation to successfully influence the collaborative process and progress, teaching staff must function as a team and abandon traditional norms of isolation and individualism. The investment in time to do this kind of practical and applied work should be accompanied by redesigned guidelines that are more coherent and structurally sound.

**Keywords:** teacher collaboration, teacher performance, director's role, communication, students' performance

## Introduction

Nowadays, the school has undergone a change in system and structure, programs and ideas. Albania is one of the countries with the longest transition and also one of the developing countries, and as such its educational system has been part of various transitions and reforms undertaken to improve quality. These reforms and almost all the given recommendations emphasize the structural side of the system and the way the process works, curricular changes and improvements, teaching methods, etc. In our schools, today we talk about teacher-pupil, teacher-parent and vice versa relationships in both cases, as well as the school-community relationship. Of course, these relationships are very important and significant for the school, but it seems clear that an equally important element has been forgotten, the teacher-teacher relationship, the creation of a good climate of cooperation and the exchange of experiences between them, which in contemporary and international literature is seen as a strong point in improving the performance of the school.

The "Framework for School Quality Assessment" in Albania has defined four areas of quality, which are directly related to the entire activity of the school and determine its performance as a whole. These areas are: School leadership and management, quality of teaching and learning, student assessment and achievement, and student well-being and behavior (ASCAP 2020). Even in this document drawn up by the quality assurance agency in pre-university education, the relationships of teachers with each other inside and outside the school are not included, but the relationships of teachers with other actors and partners outside of it are foreseen.

The various researches developed in this direction, conclude that today's teachers and school leaders are more interested in the cooperation of teachers than the previous generations.

Historically, it has been common for teachers to work independently, and not much importance has been paid to the relationships between them. Today, the cooperation of teachers with each other, the sharing of knowledge between them, the discussion of ideas and the joint contribution to solving problems is becoming more and more important. Proponents of teacher collaboration believe that teachers working together have a positive influence on each other and naturally contribute to school improvement and increased student achievement. Specific types of teacher collaboration include working together in teams, sharing responsibilities, providing feedback, and building trust.

Therefore, more and more teachers are being asked to work in a team and school leaders to be the leader of this team. For years, school leadership has been a priority of education policies around the world. The role of school leaders has become a determining factor in improving its results. But what happens in Albania? The position of the head of the school is a "Political" position, which means that it has nothing to do with his skills or preparation, but how much he contributed to the

party that wins the electoral elections. This is an unwritten rule, but one that is known and accepted. Even the changes of leaders in different schools depend precisely on the party and politics. This often causes mistrust among the staff and conflicts between teachers and leaders, as well as the creation of different groups within the staff of the same school. Many studies undertaken have as their object the discovery of the main reasons behind successful schools and at the end of these research it has been found that the greatest achievements of schools are closely related to their successful management. So far, there has not been a single case where the improvement in student achievement of a particular school has not been the result of its leadership by talented principals. (Louis, S Karen; Leithwood Kenneth; Wahlstrom L Kyla; Anderson, E Stephen, 2010).

One of the most interesting findings in research conducted by both Meyer & Cohen and Pellegrin is that when teachers work in groups, they have significantly greater influence in decision-making and policy formulation within the school (Johnson, 1976).

Two findings from other studies indicate that:

a) high levels of support from teachers for each other are related to high self-concept of students and students are less likely to show symptoms of depression (Reddy, Rhodes and Mulhall, 2003).

b) collegial cooperation between teachers and between teachers and school leaders improves the school climate (Rutter, 2000; Rutter and Maughan, 2002).

Recent research suggests that factors related to school organization can improve and sustain teachers' job satisfaction. In particular, job satisfaction appears to vary and depend on the absence or existence of a professional community in the school, the extent to which teachers engage in collegial collaboration, and how much autonomy the teacher can exercise in the school (Stearns et al., 2015). The relationships of teachers with their principals, in terms of socio-emotional and organizational aspects regarding leadership opportunities and professional freedom over classroom policies, influence teachers' job satisfaction and commitment (Price, 2012; Stearns et al., 2015).

## **Methodology**

This article is part of a broader and more in-depth study which analyzes the relationships of teachers with each other inside and outside the school institution. Likewise, in this study, the role of the leader to create a positive climate and to promote positive relationships between teachers is analyzed. The study deals with how these two components affect school performance, the relationship between teachers and the role of the leader in these relationships.

This article is based on the review of the literature, being careful in the selection of a contemporary literature, articles published in scientific journals and with impact factors, considering the adaptation to the Albanian context.

The purpose of this article is to highlight the importance and the benefits derived from the cooperation between teachers and school leaders, not only on the professional side, but also in socio-emotional support, to present effective strategies and the key points of cooperation between teachers.

### **Definitions**

Montiel-Overall (2005) defined collaboration as the process of co-creation where two or more individuals with complementary skills interact to create a shared understanding that no one previously possessed or could have formulated on their own. At its core, collaboration is a commitment to share resources, power, and talent. Collaboration is not just collegiality, but also involves hard work and confronting difficult questions (O'Donovan, 2007). During collaborative processes, the collaborative team is the fundamental building block of the organization (DuFour & Eaker, 2008). Collaboration is achieved in small steps and is emphasized by the commitment of all teachers and all students will learn from it (O'Donovan, 2007).

During effective collaboration processes, group members develop a shared belief that they are responsible for shaping shared goals and values. The culture of cooperation does not originate from the beliefs and practices that teachers hold about the curriculum and different instructions; instead, it comes from teachers' social and moral beliefs about the relationships between individuals and the communities in which they live (Lavie, 2006). When all teachers are involved in the collaborative process and learn together, then the entire team will produce more substantial results in each subject in which members are committed to helping all students learn. (DuFour, DuFour, Eaker, & Karnhanek 2010).

According to Johnson (2006), there is much evidence that interdependent work among teachers can contribute to increased student achievement and teacher job satisfaction. Johnson believed that teachers value the opportunity to work together with their colleagues. To collaborate effectively with colleagues, teachers need to know where they are going academically with students and the specific objectives they wish to achieve. (Hall & Simeral, 2008).

### **Discussions about the Importance and Benefits of Cooperation**

Teaching can be tiring and emotionally draining. Everyone tries to find a balance between work and family life, but regardless of this, stress is part of work and colleagues, so other teachers are invaluable sources of support and relief of this stress. When teachers support each other, they develop relationships based on trust and empathy. These regular interactions are important in forming lasting



professional relationships. When teachers feel supported, they are better able to provide the same support to their students<sup>1</sup>.

Teacher collaboration can open doors for personal and professional development and can benefit both students and teachers.

The results of a study conducted with students on the subject of mathematics in Nigeria, revealed that a group of teachers (who worked together) had a significant effect on student achievement in mathematics. Multiple classification analysis showed that students whose teacher engaged in collaborative activities performed better than those taught by a teacher who did not engage in collaboration (Saka, 2021).

But the benefits that come from the cooperation of teachers are not only related to the results of students, which is a direct factor in school performance, but they are also related to other elements that indirectly also affect a good or not good performance. As such we can mention the storm of creative ideas during which different ideas are generated while individual differences are accepted and respected. It also encourages teachers to share their ideas, as well as to expand their knowledge by drawing on the ideas and knowledge of other teachers. Teachers can come up with unique ideas for their lesson plans that they may have never thought of before, or hesitated to implement (Bouchrika, 2022).

Cooperation can help teachers and for professional growth. Thus, teachers, especially young ones, can get the help of other teachers who have mastered the skills they are trying to build at this moment. They can observe each other and inform each other how they can improve their work. Interaction, dialogue, feedback and exchange of ideas help teachers to create good working relationships among themselves. Teachers become more effective when they work with others to improve their lesson plans, which can lead to more engaging classroom lessons (Bouchrika, 2022).

Important benefits for teachers such as a greater sense of belonging, increased confidence and a sense of efficacy come as a result of collaborative lesson planning and discussion of ways to improve future lessons. (Bruce et al., 2011).

In particular, cooperating teachers are more likely to talk with their colleagues about classroom problems, teaching strategies, or the curriculum. Consequently, teachers gain knowledge from each other (Reeves, 2003).

Teacher collaboration has been a common element for years in one or more of these three models: shared time, professional learning communities, and critical peer groups. Each model is different, but they share common characteristics: 1) advance teacher learning, 2) address specific issues, 3) foster collegiality, 4) reduce teacher isolation, and 5) lead teachers to greater knowledge about teaching and learning.

---

<sup>1</sup> <https://degree.astate.edu/articles/k-12-education/importance-of-teacher-collaboration.aspx>

The overarching element, and perhaps the most important common element, is the goal of improving student learning (AMLE, Oct, 2014).

### **Analysis of Effective Strategies and Key Points of Cooperation**

*Planning cooperation time as a professional job for achieving goals by focusing on real and achievable tasks.* Surprisingly, theoretical studies on teacher collaboration have often reported time as an important determinant. Lack of time is cited as an important challenge for teachers regarding their collaboration with colleagues (Promethean, 2021). If we want to encourage collaboration between staff members and, in the same way, give pedagogy its rightful place at the heart of this process, it is imperative that sufficient time is allocated for collaboration between teachers within regular school hours (Eaker et al., 2004).

Research by Louis and Marks (2011) found, "Teachers form more stable and productive communities in schools where they are more involved in educational decision-making, and, in particular, schools that schedule regular blocks of time for teachers to meet and planned courses and assignments together". Teachers who were involved in collaborative processes reported that they had great improvements in the joint creation of teaching materials, in joint assessments as well as in the joint examination of student work (AMLE, March, 2014). Such tasks allow teachers to pool their knowledge and experiences and adjust their practice in real time.

One of the ways to be an effective teacher is to schedule shared work time with other teachers. This gives you the opportunity to meet and collaborate with other teachers on teaching and decision-making in the classroom. This involves groups of teachers reflecting on teaching methods, modifying them, and implementing changes in their classrooms to help students learn better (Bouchrika, 2022). Different school administrators plan shared time in different ways. One method is to schedule a time together once a week. Others cut classes on certain days to give teachers time to meet or set aside full days for collaborative work. Whichever way schools may choose to implement it, teacher collaboration can achieve the desired results if it is done with well-defined goals. For example, organizing cooperating teachers who share teaching experiences, teachers who share common planning time, and/or teachers who have identified instructional skills for improvement can potentially produce collaborative partnerships that engage teachers in effective and beneficial professional development (Carrol, Patrick & Goldring, 2021).

*Creating a vision and truly shared goals.* The level of belonging that teachers feel in the process affects how much they actually invest in collaborative work. A shared vision and goals can lead to that sense of belonging. For example, identify your team's shared vision for caring for students and their learning, set goals related to that vision, discuss how teamwork can help achieve those goals, and monitor

progress frequently. A strong connection between the team's work and vision can help individuals see the goal and be part of the process (AMLE, Oct, 2014).

*Gathering together teachers of different profiles and fields to change teaching practices.* Most teachers in all subject areas report changes, but science and social studies teachers were more likely to report changes in how they teach than in what they teach, suggesting that not everyone will be perfect teachers, but will be more conscious and strategic about the development of the lesson within their field (AMLE, March, 2014).

*Use discussion and dialogue.* Whether teachers are integrating curriculum, analyzing data, or studying a new practice, teams must understand the roles and differences between dialogue and discussion. They are equally important to the group process. Discussion moves the conversation forward. In discussion, individuals express their opinions in order to create consensus or make decisions. The purpose of the dialogue is the exchange and expansion of knowledge. Dialogue invites multiple perspectives, values the exploration of biases and assumptions, questions the status quo, and generates new ways of knowing and being. Dialogue requires active listening, a willingness to state beliefs, an ability to withstand the tension of ambiguity, and faith in the transformative potential of the process (AMLE, Oct, 2014).

*Emotional support for teachers.* The pandemic has disrupted the emotional well-being of teachers. A survey conducted by the Yale Centre for Emotional Intelligence found that stressful emotions felt by teachers were associated with fear of contacting Covid-19 and balancing the needs of their family while working full-time from home (Bouchrika, 2022). However, even with her passing, the teacher is a human being who faces the problems of life at work and in the family. To effectively support teachers' well-being, schools can create an emotional intelligence scorecard. This includes identifying how teachers want to feel as staff members. They can then share concrete ideas on how to support each other in achieving that feeling. This can be done through supervision sessions. In Albania, supervision has a negative connotation as it is seen as a way of controlling the work of teachers and leaders, while supervision itself has to do with supporting the staff so that they don't go into a "burn out" state. The most pressing challenges for teacher collaboration today are stressors related to mental and physical health.

From an observational point of view, the teaching team seems to work cooperatively and has a relationship of mutual trust and respect. In general, presenters report very positive emotional experiences during the collaboration process. Teachers talk about feeling supported by team members during difficult or stressful times and that the collaborative environment also offers opportunities to reduce frustration (Smart, 2012).

*Develop a sense of community.* At its core, collaboration is relational. Getting to know colleagues, understanding their passions, and taking the time to connect on a personal level can help members gain mutual respect. Establishing shared values and commitments can unify the group and provide purpose for their collective work (AMLE, Oct, 2014). Other ways to develop community include creating traditions, celebrating accomplishments, and recognizing individual contributions.

*Identify group norms.* Collaboration can be uncomfortable or stressful at times. When we are transparent about our work and our beliefs, our colleagues can see our limitations as well as our strengths, putting us in a position of vulnerability. Sharing and trusting with colleagues takes courage and humility. A climate of trust can help create the safe environment that is necessary for open communication (AMLE, Oct, 2014).

*Sharing of best practices in teaching.* Teachers can help their colleagues improve by sharing their experiences. This builds trust in the teacher who shares his experience and improves knowledge in others (Bouchrika, 2022). Sharing positive practices involves several steps:

*Define the problem.* Identify the problem, its causes, and define what success looks like. Success should be defined in attitudes or behaviors that are measurable.

*Determine who should share their expertise.* Identify teachers in your school who exhibit behaviors or achievements related to the outcome you desire. The basis for their identification should also be the use of clear, data-driven methods.

*Discover best practices.* Identify strategies that successful teachers are using in their classrooms. Video recordings of classroom sessions where these instructional strategies are used can be useful in analyzing the success of such strategies.

*Design the intervention program.* Schools should decide on a methodology that allows them to replicate successful practices in their classrooms. For example, they can also record videos of their teaching sessions to identify strengths, areas for improvement, and other ways to adapt instruction in their classrooms.

*Evaluate the effectiveness of the intervention.* The progress of the learning intervention should be measured with analytical tools that collect quantitative and qualitative data.

*Share the results.* Schools should make the intervention program accessible to a wide audience so that it can be replicated. For teacher instruction videos, schools can create an archive of materials so that they are accessible to those who want to improve their teaching strategies.

*Acknowledging the authorship of changes by providing space and support for teachers to design and update materials in accordance with their students to meet the goals.* Teachers are using a wide range of resources. The transition to new standards along with digitization has led to an explosion of sharing and adapting learning materials,

some on education-specific platforms, but much more through the use of wider technologies such as YouTube, Pinterest and Twitter. (AMLE, March, 2014). Teachers can identify and create effective teaching materials tailored to their students. School leaders can also give autonomy to networks of teachers to create materials they deem most valuable and relevant to their students, but of course this must be accompanied by policy changes and guidelines for implementation.

*Working through conflict.* Dialogue can also lead to conflict. It may be helpful for the team to develop a conflict management plan and monitor it. Teams can help manage conflict by providing time, space and support for individuals as they work through their emotions. Individuals should also monitor their emotions and practice self-care.

Using professional judgment, the team can determine when to explore the roots of the conflict and when to provide space for reflection and calm. Although sometimes unpleasant, conflict often provides opportunities for growth (AMLE, Oct, 2014).

The National Commission on Teaching and America's Future (NCTAF) report "Teamwork for 21st Century Teaching and Learning: What Research and Practice Reveal about Professional Learning," published in 2010, provides a synthesis of five research studies. Studies show that when teachers are given the tools and time to collaborate, they become inclusive learners; Educational practices improve and eventually they become capable of improving student success far beyond what any of them can achieve alone. This report highlights 6 key points for success (NCTAF, 2010):

*Shared values and goals.* Team members have a shared vision of students' learning needs and a clear understanding of how their collective teaching experience can be orchestrated to meet these needs. They identify learning challenges that the team can focus on to improve student success.

*Collective Responsibility.* Team members share responsibilities according to their experience, knowledge and skills. They hold each other accountable for their success and are collectively responsible for the improvement of each student supervised by the team.

*Meaningful (authentic) reviews.* Team members hold themselves professionally accountable for student success using assessments and data that give them real-time feedback on learning and teaching effectiveness. These assessments add value and are not necessarily formal assessments.

*Self-directed reflection.* Highly effective teams create a feedback loop on goal setting, planning, standards, and assessments that are oriented toward student learning needs and consistent with teachers' professional development needs.

*A reliable environment.* If a team is given the time, space, resources and direction for their teamwork, they can turn a mediocre school into a successful learning

institution. Space and time are "sacred"; they are not used for anything else. Even the best teachers cannot have much impact working alone.

Strong and committed leadership. Highly effective instructional teams are supported by principals who create a climate of openness and trust, a climate that encourages team members to make decisions to improve instructional effectiveness that are directly related to student needs. This support must be balanced by positive and appropriate pressure aimed at continuous improvement of the school's performance, according to the learning needs of the students.

The Georgia Partnership for Excellence in Education (2010) reported that as the demand for teacher accountability for student achievement increases, collegial support and collaboration from educators is needed. Great damage can be done to the overall school culture if leaders develop collaborative teams that are not genuine or authentic (DuFour & Marzano, 2011).

Leaders can strengthen relationships in their schools by inviting teachers to participate in the decisions that concern them most. The three ways to involve them are: involvement in recruitment and giving the responsibility to guide and orient new teachers; individual and mutual training, through recognition by the teachers of the work, practice and difficulties of the leader and vice versa by the leader of the teacher; communication, principals are often physically distant from teachers, even when they are in the same room, which can cause unnecessary friction or misunderstandings. Increasing opportunities for functional communication fosters teacher expertise by opening stronger interpersonal connections (Plotinsky, 2022).

### **Conclusion and Recommendation**

School leaders - vice-principals and teachers - must work together and commit to a culture of collaboration. They should dedicate time to the organizational model within the school day. DuFour (2011) suggested that collaborative team members must realize that they cannot accomplish their goal of all students learning unless they work together collaboratively.

To help their teachers become involved in a more open professional community, principals should facilitate collaborative activities among their teaching staff by generating a gradual awareness of their many purposes and benefits. These positive actions will effectively shape the beliefs and perceptions of their teachers.

Principals should also carefully consider the issue of teacher workload. Finally, future actions should include creating more opportunities for discussion, which will lead to greater collaboration and providing time allocation within regular school hours for teachers who wish to increase their level of cooperation.

DuFour (2011) stated that the cooperation of teachers by invitation does not work. It is the well-planned implementation of leadership to successfully influence the collaborative process and progress.

Student performance will improve only when the teaching staff works as a team and abandons its traditional norms of isolation and individualism (Leonard & Leonard, 2003).

The investment in time to do this kind of practical, applied work should be accompanied by redesigned instruction that is more coherent and structurally sound (AMLE, March, 2014). McHenry (2009), in her study on the relationship between leadership behaviors and teacher collaboration, concluded that "although teachers are the key players in the act of collaboration, school leaders have an important responsibility in creating in which this type of cooperation to be successful".

Recognition of diversity in teachers' learning goals by school leaders and other facilitators of teacher learning can help motivate teachers to continuously develop their teaching practice (Louws, Meirink, van Veen, & van Driel, 2018). One way to arouse teachers' interest is to start the meetings with an orientation phase in which the central concept is explored collaboratively, without imposing any demand for immediate change on the teachers.

It is necessary to educate teachers on how to collaborate with colleagues and how this collaboration can contribute to their teaching (Sjoer & Meirink 2016).

If principals lead collaborative efforts and support their teachers through the processes, they will not only become better school leaders, but also foster a new focus on the learning environment. Thus, a successful cooperative school can only exist if its leader is committed to cooperation and cooperative values.

## References

- [1] AMLE magazine, March 2014, Teacher Collaboration: Keys to Common Core Success by: Catherine
- [2] Awsumb Nelson, <https://www.amle.org/teacher-collaboration-keys-to-common-core-success/>
- [3] AMLE Magazine, October 2014. Building Teacher Collaboration School-wide, by: Micki M. Caskey and Jan Carpenter, <https://www.amle.org/building-teacher-collaboration-school-wide/>
- [4] ASCAP (2020), "Korniza për Vlerësimin e Cilësisë së Shkollës", Tiranë.
- [5] Bruce, C. D., Flynn, T., & Stagg-Peterson, S. (2011). Examining what we mean by collaboration in collaborative action research: a cross-case analysis. *Educational Action Research*, 19(4), 433-452. doi: 10.1080/09650792.2011.625667
- [6] Carrol, K., Patrick, S.K., & Goldring, E. (2021). School Factors That Promote Teacher Collaboration: Results from the Tennessee Instructional Partnership

Initiative. *American Journal of Education*. <https://www.journals.uchicago.edu/doi/full/10.1086/715002>

- [7] DuFour, R., & Eaker, R. (2008). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree
- [8] DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2010). *Raising the bar and closing the gap: Whatever it takes*. Bloomington, IN: Solution Tree Press
- [9] DuFour, R. (2011). What is a professional learning community? *Educational Leadership*, 61(8), 6-11
- [10] DuFour, R. & Marzano, R. J. (2011). *Leaders of learning*. Bloomington, IN: Solution Tree Press
- [11] Eaker, R., Dufour, R., & Dufour, R. (2004). *First steps: Cultural transformation of the school professional learning community*. Bloomington, I. N.: National Educational Service
- [12] Georgia Partnership for Excellence in Education. (2010). *Education Policy Primer*. Retrieved from <http://www.gpee.org/Achievement-Gap.126.0.html>
- [13] Hall, P., & Simeral, A. (2008). *Building teachers' capacity for success: A collaborative approach for coaches and school leaders*. Alexandria, VA: Association for Supervision and Curriculum Development
- [15] Johnson, R. (1976). *Teacher collaboration, principal influence and decision making in elementary schools*.
- [16] Technical report No. 48. Stanford University, Stanford Center for Research and Development in Teaching. Retrieved January 05, 2016 from <http://files.eric.ed.gov/fulltext/ED126083.pdf>.
- [17] Imed Bouchrika, (2022), *Teacher Collaboration Guide: Strategies, Statistics & Benefits*, Education, Research.com, Feb 2, 2022. <https://research.com/education/teacher-collaboration-guide>
- [18] Johnson, S. (2006). *The workplace matters: Teacher quality retention and effectiveness*. National Education Association.
- [19] Lavie, D. (2006). Academic discourses on school-based teacher collaboration: revisiting the arguments. *Educational Administration Quarterly*, 42, 773-785
- [20] Leonard, L., & Leonard, P. (2003). The continuing trouble with collaboration: Teachers talk. *Current Issues in Education* [On-line], 6(15). Available at <http://cie.ed.asu.edu/volume6/number15/>
- [21] Louis, S Karen; Leithwood Kenneth; Wahlstrom L Kyla; Anderson, E Stephen, (2010), "Learning from



- [22] Leadership Project: Investigating the Links to Improved Student Learning. Final report of Research Findings"; University of Minnesota, USA.
- [23] Louis, K. S., & Marks, H. M., (2011). Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools. *American Journal of Education*, 106(4), 532-575
- [24] McHenry, A. N. (2009). The relationship between leadership behaviors, teacher collaboration, and student achievement. Ed.D. 3396128, The University of Southern Mississippi, United States -- Mississippi. Retrieved from <http://search.proquest.com/docview/305001532?accountid=12528> ProQuest Dissertations & Theses (PQDT); ProQuest Education Journals database.
- [25] Montiel-Overall, P. (2005). "Toward a theory of collaboration for teachers and librarians". *School Library Media Research*, 8
- [26] National Commission on Teaching and America's Future (NCTAF), (2010). *Team Up for 21st Century Teaching and Learning: What Research and Practice Reveal about Professional Learning*. Washington DC. USA.
- [27] O'Donovan, E. (2007). Professional learning communities. *District Administration*, 43(3), 94-95
- [28] Plotinsky, M. (2022). Administration & Leadership. 3 Ways Administrators Can Include Teachers in Decision-Making. <https://www.edutopia.org/article/3-ways-administrators-can-include-teachers-decision-making>
- [29] Price, H. (2012), "Principal-teacher interactions: How affective relationships shape principal and teacher attitudes", *Educational Administration Quarterly*, Vol. 48/1, pp. 39-85.
- [30] Promethean. (n.d.). The State of Technology in Education 2021/22. *Promethean*. <https://resourced.prometheanworld.com/gb/technology-education-industry-report/#schools-strategic-goals>
- [31] Reeves, D. B. (2003). *High performance in high poverty schools: 90/90/90 and beyond*. Cambridge, MA: Center for Performance Assessment, Harvard Graduate School of Education
- [32] Reddy, R., J. Rhodes and P. Mulhall (2003), "The influence of teacher support on student adjustment in the middle school years: A latent growth curve study", *Development and Psychopathology*, Vol. 15/1, pp. 119-138, <http://dx.doi.org/10.1017.S0954579403000075>
- [33] Rutter, M. (2000), "School effects on pupil progress: Research findings and policy implication", in Smith, P. and A. Pellegrini (eds.), *Psychology of Education: Major Themes*, Falmer Press, London.

- [34] Rutter, M. and B. Maughan (2002), "School effectiveness findings 1979-2002", *Journal of School Psychology*, Vol. 40/6, pp. 451-475, [https://doi.org/10.1016/S0022-4405\(02\)00124-3](https://doi.org/10.1016/S0022-4405(02)00124-3).
- [35] Saka, O.A. (2021). Can Teacher Collaboration Improve Students' Academic Achievement in Junior Secondary Mathematics?. *Asian Journal of University Education*. <https://doi.org/10.24191/ajue.v17i1.8727>
- [36] Smart, R. (2012). Research into the Effects of Teacher Collaboration on Student Achievement. A Research Report [https://www.academia.edu/17182667/Teacher\\_Collaboration\\_and\\_Student\\_Achievement](https://www.academia.edu/17182667/Teacher_Collaboration_and_Student_Achievement)
- [37] Sjoer, E. & Meirink, J. (2016) Understanding the complexity of teacher interaction in a teacher professional learning community. *European Journal of Teacher Education*, 39 pp. 110-125
- [38] Stearns, E. et al. (2015), "Collective pedagogical teacher culture and teacher satisfaction", *Teachers College Record*, Vol. 117/8, pp. 1-32.