



ELT CONFERENCE

LANGUAGE TEACHING IN HIGHER EDUCATION

Edited by Assist. Prof. Muhammed NACAR



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İstanbul Aydın Üniversitesi Yayınları

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Edited by Assist. Prof. Muhammed NACAR

Yayın Kurul Başkanı: Dr. Mustafa AYDIN

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BAŐKAN'DAN

Yabancı Diller Yüksekokulu'nun deęerli öęretim üyeleri ile dięer üniversitelerde öęretim yapan ve daima birbirimize destek vermekte olduęumuz akademisyenlerin katkılarıyla düzenlenen uluslararası çeviri ve kültür konferansına yüksek oranda bir katılım saęlanmış ve çeşitli teblięler sunulmuştur. 2007-2008 Akademik yılından itibaren yükseköęretim hayatına başlayan yüksekokulumuzun bu kısa dönem içerisinde bu ve benzeri konferansları düzenleyebilecek bir seviye gelmesinden ötürü kıvanç duyuyorum. Bu nedenle de katkısı olan tüm akademisyenlere ve öęretim görevlilerine teşekkür etmek istiyorum.

Ulusların gelişmesinde, ülkelerin kalkınmasında en önemli unsurun eğitim olduğunu biliyor ve bunu her fırsatta dile getiriyoruz. Yükseköęretim ise, "eęitim" girişimlerinin vardıęı ileri aşamalardaki bir basamak olarak, yaygın eęitimin genel çerçevesinden biraz daha ötede bir anlam taşır ki, bu da bilgiyi üretmek ve paylaşmak sorumluluklarını içerir.

Istanbul Aydın Üniversitesi günümüz toplumunun beklentilerine karşılık veren, bilgi kullanımına ve teknolojilerine hakim insan gücünü yetiştirmeyi hedeflemiş, akademik vizyonumuza uygun bilimsel çalışmaların yayına dönüştürerek sizlerle buluşturma'nın heyecanını taşımaktadır. Yirminci Asrın son yılları ve yirmi birinci Asrın başında teknolojide yakalanan gelişme hızı rahatlıkla hissedilen bir gerçektir. Bu gelişmelere paralel olarak, çeşitli sektörlere fevkalade büyük yatırımlar yapılmaktadır. Aralarında uzman olanların, yurt içi ve yurt dışındaki akademik çevrelerin yapmış oldukları araştırmaları bilim dünyasına duyurmak ve böylece ülkemiz bilim dünyasına katkıda bulunma ilkesi yayıncılık amacımızın esasını oluşturmaktadır. İstanbul Aydın Üniversitesi ülkemizin geleceęi olan genç bilim adamlarının yetişmesinde büyük çaba sarf etmekte, üstün niteliklere sahip gençlerin ülkemiz, bilim dünyasına kazandırılmasını hedeflemektedir.

Eęitime, bilgiye ve her alanda üretime gönül vermiş meslektaşlarımı içtenlikle selamlıyor, öğrencilerimize sevgilerimi sunuyor ve şu anda bu eseri elinde tutan siz deęerli okuyuculara keyifli ve doyurucu bir okuma serüveni diliyorum.

Dr. Mustafa AYDIN

Istanbul Aydın Üniversitesi
Mütevelli Heyet Başkanı

REKTÖR'DEN

İstanbul Aydın Üniversitesi akademik etkinlikler çerçevesinde her yıl Seminer - Panel ve Konferanslar düzenlemektedir. Seminerler, Üniversitemizdeki öğretim elemanları; panel ve konferanslar ise genellikle Üniversitemize konuk ettiğimiz alanında uzman çok değerli konuşmacılar tarafından gerçekleştirilmektedir. Fakülte ve yüksekokullarımız düzenlemiş olduğu çeşitli konferanslara her yıl çok değerli bilim insanları, siyasetçiler; işadamları, gazeteciler, edebiyatçılar, yöneticiler, sanatçılar konuşmacı olarak katılmaktadırlar.

Yabancı Diller Yüksekokulumuz tarafından düzenlenen Language Teaching In Higher Education konulu konferansa dünyanın değişik yerlerindeki üniversitelerden ve ülkemizden çok sayıda bilim adamı katılmış ve kültür-çeviri konularında pek kıymetli sunumlar yapmışlardır.

Konferansta takdim edilen tebliğler kitap haline getirilmiş bulunmaktadır. Bu programların gelecekte de devam ettirilip, her eğitim-öğretim yılı sonunda o döneme ait kitabın Üniversitemizin Yayınları arasındaki yerini alarak, bir program serisi halinde aralıksız sürdürülmesi düşünülmektedir. Bu kitapta sunumları olan çok değerli konuşmacılara ve kitabın hazırlanmasında emeği geçen başta Yrd. Doç. Dr. Muhammed NACAR olmak üzere, tüm çalışma arkadaşlarıma teşekkür ediyorum.

Prof. Dr. Yedigir İZMİRLİ

İstanbul Aydın Üniversitesi Rektörü

ISTANBUL AYDIN UNIVERSITY
2nd International Language Teaching In Higher Education
Conference Program

Thursday - April 9th, 2015

10.00 – 10.45

Opening Speeches

Keynote Session

Jane Revell (A Blok Conference Hall)

10.45 – 11.00

Break

| A | 11.00 – 12.00 | B |
|----------------|---------------|--------------------|
| (D 2108) | | (D 2107) |
| Muhammed Nacar | | Necmiye Karataş |
| Henry Tyron | | Rashit Emini |
| Lana Gigauri | | Büşra Çınar |

12.00 – 13.00

Lunch

13.00 – 13.45

Keynote Session

Hardy Griffin

(D 2108)

13.45 – 14.00

Break

| A | 14.00 – 15.00 | B |
|---------------------|---------------|-------------------------|
| (D 2108) | | (D 2107) |
| Merve Usta | | Tuğçe Kaptan |
| Mehmet Necati Kutlu | | Reyhan - Baysar Taniyan |
| Olcay Öztunalı | | Mustafa Büyükgebiz |
| Gülşah Pilpil | | |

(D 2108)

10.45 – 11.00

Break

A 11.00 – 12.00 B

(D 2108)

(D 2107)

Selçuk Güven
Mehdi Sulhi
Zakia Djebbori

Burcu Erdağ
Ahmed Al-Burai
Doğan Ahmetci

12.00 – 13.00

Lunch

13.00 – 13.45

Keynote Session
Ataol Behramoğlu

(D 2108)

13.45 – 14.00

Break

A 14.00 – 15.00 B

(D 2108)

(D 2107)

Asuman Cincioğlu
Okan Bölükbaş
Uğur Diler

Dilek Çakıcı
İsmail Yaman
Elif Güvendi Yalçın
Esen Karaca

FROM THE EDITOR

Dear Colleagues,

We are very proud to host the 2nd İstanbul Aydın University International ELT Conference with the chosen theme entitled “Language Teaching on Higher Education”. The conference has been organised under the auspices of School of Foreign Languages.

The aim of the conference is to further mutual understanding between ELT professionals in Turkey and other countries by means of scientific and cultural exchange, and thus to assist in the development of a friendly, informative and stimulating atmosphere in which to exchange ideas and experiences in English Language Teaching at the university level. In a field where rapid advances are being made due to new research and technology, we need to share this knowledge and apply it, as appropriate, in our own teaching.

The conference begins on 09 April and ends on 10 April 2015. Many distinguished academics and speakers are here to participate both nationally and internationally.

Papers, presentations, and workshops are invited which will provide a variety of perspectives on the following themes:

- National and international ELT perspectives
- Teaching language in preparatory schools
- Teaching second language
- Compulsory language classes
- New perspectives on language teaching

- Using technology as a means of language teaching
- Preparing students for Philology Departments
- Teaching translation

The conference languages are both Turkish and English.

Speakers have sent their abstracts and The Screening Committee, entrusted with judging the quality of the proposals has accepted the papers that will be presented.

The papers presented in the conference is published in the Conference Proceedings and the presenters and participants will be able to buy a copy of it in a couple of months after the conference.

We hope that this event will provide an occasion for all of us to consider issues and share strategies, perspectives and new insights from a wide variety of contexts. We also hope that the friendships made and the insights gained at the conference will endure long beyond your visit and be further enriched by new contacts in years to come, leading to better understanding and appreciation of our profession.

Muhammed NACAR, Ph. D.

The Editor

The Role of Culture in Language

Tuğçe Kaptan1

Abstract

This study mainly aims to investigate the role of culture in language and to encourage culture teaching in foreign language classrooms in which the learning of grammatical structures is the only way of teaching a foreign language. Language is usually seen as a mechanical device for communication which enables people to show their reflections on objects and ideas of outer world. At this point, language is a set of words which are linked to each other by rules and the process of memorizing the words to catch the implied meaning (Bennett, 1993). It is necessary to state that in addition to language teaching, culture teaching in ELT is very crucial. This study also provides the students opportunities to get the relationship between language and culture so that they can comprehend the importance of cultural aspect in language. Brown argues that “a language is a part of culture and a culture is a part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (as cited in Jiang, 210 , p. 328). Moreover, students become familiar with the elements of culture in EFL course with the help of course books. As For Tomlison course books make up the backbone of most language curriculums; thus, without them learning or teaching a foreign language would become rather difficult for many learners, teachers, and coordinators (p. 60). For this reason, culture in language teaching will be explored through analysis of various textbooks used in Turkish secondary education and university. Furthermore, this article provides the necessity of teaching target culture to their students. Strategies that teachers may use to better incorporate culture in their language teaching is presented.

1 *Istanbul Aydın University, School Of Foreign Languages*

Keywords: Language, role of culture, teaching, ELT, coursebook

Language is usually seen as a mechanical device for communication which enables people to show their reflections on objects and ideas of the outer world. At this point, language is a set of words which are linked to each other by rules and learning through process of memorizing the words to catch the implied meaning. If one applies to this kind of language learning, that person cannot be successful; he can only speak a language well. This kind of thinking can lead to become a “fluent fool” a term defined by Bennett which refers to people who can speak a language well but cannot conceive the social or philosophical content of that language (p.16). At this point they are left in an elaborate position in which they make out events but they approach native speakers negatively whose beliefs and values are different from their cultural values and beliefs. As Stern suggested, “One of the most important aims of culture teaching is to help the learner gain an understanding of the native speaker’s perspective” It is a matter of the L2 learner “becoming sensitive to the state of mind of individuals and groups within the target language community” (as cited in Shemshadsara, 2011, p.95). In other words, thanks to culture teaching a person can conceive the basic beliefs, values, briefly cultural dimensions of that language. Therefore, we need to understand the cultural dimensions of language to avoid becoming a fluent fool. However; people sometimes consider language a system of grammatical structures which has to be learned by heart, so the place of culture in language is usually ignored.

Language and culture are inseparable dimensions of each other. It is unremarkably admitted that language is a part of culture and its place cannot be underestimated in culture. In this sense, we make out that the role of culture cannot be denied. Culture and language cannot be separated from each other, because they are closely connected. As I stated before, they affect one another and these two aspects are two parts of a whole and cannot function separately. In the broadest sense, culture is the representative of people, because it is composed of people’s historical

and cultural backgrounds as well as their approach to life and also their ways of living and thinking. Brown (1994) described culture and language as follows: “A language is a part of culture and a culture is a part of language; the two are intricately interwoven; therefore, one cannot separate the two without losing the significance of either language or culture” (p.165). Thus, language should be comprehended as a cultural practice, it cannot live alone. Similarly, language should be made out as a culture. Because they are like mirrors, two of them reflect each other’s appearance. Jiang (1999) perceives language and culture as an iceberg. He defines the visible part of it as a language, with a small part of culture; the significant part lies hidden under the surface, is the invisible aspect of culture (p.328).

Many writers point out the inseparability of culture and language. Therefore, many studies have been conducted regarding the role of culture in language. Researchers such as Byram and Kramsch have realized that “the ultimate purpose of language teaching is to help students develop communicative competence (grammatical, discourse, sociolinguistic, pragmatic and strategic, competence)” (as cited in Ren, 2009, p. 1).

According to Ren (2009) cultural awareness is very crucial in order to take advantage of knowledge of language. Moreover, language teaching is closely related to culture teaching, bringing intended culture to learners or language learning is ascribed to learning another culture and obtaining knowledge of intended culture and capability of communicating with others. In order to achieve these objectives, it is very crucial for teachers to teach culture and encourage learner’s communicative competence in ELT (p.2).

Stern expressed the relationships between culture and English language culture as follows:

1. Language is a part of culture, and must be approached with the same attitudes that govern our approach to culture as a whole;
2. Language conveys culture, so that the language teacher is also of necessity a teacher of a culture; and,
3. Language is itself subject to culturally conditioned attitudes and beliefs, which cannot be ignored in the classroom. (as cited in Ren, 2009, p. 2)

Culture and language are interwovenly associated with each other, knowing a language is equal to having a good command of target language. In this regard, obtaining information about the target culture of the language is as important as language learning itself. Yon (2008) pointed out the inseparability of culture and language blending some of the literature in the field of culture teaching and then he emphasized the importance of culture teaching in foreign language classroom. He asserted that language and culture are closely and certainly associated by examining implications of teaching culture and the relationship of culture teaching to foreign language teaching. After conducting his research, he reached a conclusion which was in the line of his ideas stated above. He reported that foreign language teaching is foreign culture teaching and foreign language teachers are foreign culture teachers. In anyway, culture is, even indirectly, connected to language taught in the foreign language classroom even though students and teachers are not aware of cultural connections ascribed to the language that they are teaching. Moreover, he observed the inseparability of culture and language teaching claiming that culture is inherent in language teaching giving advice which presumes the awareness of teachers and students to take advantage of language in order to promote their interaction. In addition to Yon's study, Jiang has strong opinions on the inseparability of culture and language. Jiang (1999) argued the inseparability of culture and language, indicating three new metaphors which are related to culture and language. In other words, he emphasized the relationship between language and culture affirming the view that language and culture cannot exist without each other. He reported that there is always interaction between language and culture. The two cannot exist without each other (p.328).

The main aim in teaching culture is to raise the student's awareness about the target culture which may have a system of values that differs from their own. In other words, making students aware of what it means to participate in their own culture and to make them interpret target

culture in an objective manner. Teaching culture includes a detailed description of the life style of people which is closely related to the teaching language. Reviewing the history of culture teaching is necessary for better understanding of this concept.

Since then, a number of educators and language teachers have underlined the importance of cultural aspect in language teaching. Writers such as Hammerly (1982), Seelye (1984) and Damen (1987) are among those who supported the integration of culture in language teaching. In the 1970s, an emphasis on sociolinguistics caused to important emphasis on the situational context of the foreign language. Savignon's (2001) study on the communicative competence put forward the "value of training in communicative skills from the very beginning of FL (culture teaching) program" (p.2). The communicative approach took place of the audio-lingual method and Canale and Swain (1980) suggested that "a more natural integration of language and culture occurs through a more communicative approach than through a more grammatically based approach" (p.31). Therefore, it has long been accepted that culture teaching is part and parcel of second language. It is crucial to consider culture as community's store, rather than viewing cultural knowledge as a requirement for language learning. Because, teaching culture enables us to develop our awareness and have sensitivity towards values, traditions and beliefs of the people. Fleet (2006) conducted a study regarding the role of culture in second or foreign language teaching. Fleet pointed out that if one is teaching a language, he must also teach the culture inherent in language including the verbal as well as the non-verbal aspects. She reported that the teaching of culture can raise a cultural awareness, appreciation and acceptance of other cultures.

The Relationship Between Language and Culture

Nostrand defined culture as the "ground of meaning, the codes of behaviour and characteristics of a society" (as cited in Deneme, Ada &

Uzun, 2011, p.152). Brooks defined culture as “the sum of all the learned and shared elements that characterize a societal group” (Deneme et al, 2011, p.152).

Sapir acknowledged “the close relationship between language and culture maintaining that they were inextricably related so that you could not understand or appreciate the one without the knowledge of the other” (as cited in Wardhaugh, 2003, p.212). Linguistic anthropologist Agar referred to culture and language by a single term “languaculture” (as cited in Tannen, 2009, p.366). In other words, Agar wanted to show the inseparability of two notions by combining two words. To me language shapes the way we think about things. What I have suggested “language shapes the way we think” is deeply rooted by the idea of Sapir and this hypothesis is called Sapir-Whorf hypothesis.

Table 2

Sapir- Whorf Hypothesis

| Strong Hypothesis | Weak Hypothesis |
|---|--|
| Linguistic Determinism; Language determines how we think. | Sapir-Whorf Hypothesis Linguistic Relativity: Language makes easier to conceive ideas. |

(Adapted from Tannen, 2009).

Robinett suggested that “culture and language cannot be separated. The culture of a society is significantly reflected through its language. Only with a language societies able to transmit their own cultures, beliefs and ways of life to others and shape their own lives with different cultures to which they are exposed “(as cited in Deneme et al, 2011, p.152). Valdes (1986) stated that language and culture are two dimensions which are inseparable from each other. It is unremarkably admitted that language is a part of culture and its place cannot be underestimated in culture. Culture would not be possible without language. In this sense, we make out that the role of culture in language is an undeniable fact. Language is not only

a part of culture, but also language simultaneously reflects culture and is affected by it. At this point, it is inevitable to deduce that language and culture cannot be separated from each other. Because, they affect one another and two aspects are two parts of a whole and cannot function separately (p. 10). Agar suggested “language is not a prison; it is a room you are comfortable with, that you know how to move around in. But familiarity does not mean you can’t ever exist in another room; it does mean it will take a while to figure out; because it is not what you are used to” (as cited in Tannen, 2009, p.367). To me language frames the way we see. Since we live in Turkey and speak Turkish, my mother tongue Turkish frames the way I speak thanks to my culture and tradition. Jiang (1999) suggested that in the broadest sense, culture is the representative of people, because it is composed of peoples’ historical, cultural backgrounds as well as their approach to life and also their ways of living and thinking (p. 329). Byram asserted that “ language has no function independent of the context in which it is used, thus language always refers to something beyond itself” (as cited in Izadpanah, 2011, p.110).

As definitions suggested, culture and language are closely related to each other. Without the existence of one, it would be impossible to suggest for someone to utter “I am learning a language.” Culture is a crucial part of communication process. Without the existence of culture, a person only can speak a language without having knowledge of the context. In other words, even though one knows the language, they cannot be successful in intended language because of lack of cultural knowledge. Indeed, language and culture are like mirrors both of which reflect each other’s appearance. To me language and culture are like iceberg since culture is the invisible part of the language just as the iceberg which has invisible part hidden under water.

Language, Culture and Framing

Fasold (2009) examined language, culture and framing by giving definition of anthropologist Bateson (1955/1972) who enhanced the idea of framing when he visited a zoo. He observed two young monkeys playing. A question came to Batesons' mind; "How the monkeys knew that although they were behaving aggressively (for example biting each other) they were not really fighting, but just playing. "Playing" and "fighting" are forms for bites to be made out. Bateson came up with a conclusion that while the bite was the message,

the monkeys communicated to each other a metamessage. ("this is play") that signaled how the bites were meant.

Table 3.

Concept of Framing

| Country | Greeting | Perception |
|----------------|---------------------|------------------------|
| Burma | Have you eaten yet? | A routine greeting. |
| America | Have you eaten yet? | Invitation for dinner. |
| | | |

(Adapted from Tannen, 2009).

It is reasonable to state conclude that the concept of framing clearly suggests the inseparability of language and culture. We cannot communicate or interpret meaning through language without signaling metamessage how you mean what you say.

Culturally Influenced Aspects of Language

Fasold (2009) examined culturally influenced aspects of language by comparing German and American and he has suggested the following aspects as most influenced by culture: Topic, Agonism, Amplitude, pitch, tone of voice, intonation, and overlap vs. interruption.

Table 5.

Culturally Influenced Aspects

| Aspects | American | German |
|-----------------------------------|---|--|
| Topic | American cannot discuss every topic with a person whom they have just met without having any problem. | Germans do not have any problem in discussing a religious issue with a person whom they have just met. |
| Agonism | Opposition to ones idea whom they have just met creates a discussion. | Opposition to ones idea whom they have just met makes the discussion active. |
| Amplitude,pitch and tone of voice | Loudness is scary for Americans. | Loudness means desire to talk . |
| Intonation | They take advantage of rising intonation. | They take advantage of falling intonation. |
| Overlap vs. Interruption | They think that one person should speak at a time. | Germans speak while others speak to show their desire. |

(Adapted from Fasold, 2009).

How to Teach Culture

The best way of teaching culture occurs by creating a fair an open atmosphere within the school and classroom community itself, where all cultures are representative of the school or classroom community are all introduced to be respected and esteemed. Observing cultures of all types builds a cultural awareness and acceptance of all students in FL classroom (Poltizer,1959). Poltizer (1959) defended that language teachers must involve in the study of culture not because they willingly want but because they have to teach it. If they teach language without teaching culture in which it performs, they only teach useless symbols signs which they attribute wrong meanings (p.100). This showed us that every teacher has

to assume responsibility in order to teach culture. Kristmanson (2000) echoes these ideas by stating that language teachers have the task of composing a positive atmosphere and attitude towards the target language and culture. The teacher is the only language model that students meet in their school. Therefore, teacher is hoped to be knowledgeable about the language that she is teaching. Moreover, teachers have responsibility for making out and conveying the knowledge to students about the target culture linked to the target language and every variation in culture may appear.

Culture in the classroom

Brooks stated that language teachers must be interested in the study of culture this is not because they eagerly want to teach it but because they have to teach it. If language teachers teach language without teaching culture, it means they are only teaching meaningless symbols or symbols to which students ascribe erroneous meanings (as cited in Valdes, p.124, 1986). As previously stated a successful language teacher should not only teach language and symbols but also culture; however a question blurs our minds. Are language teachers required to take courses in cultural anthropology and they dedicate a part of every class and every course to presentations? If not how are language teachers to convey information that will be interest and value to his students? Many successful teachers traditionally begin their classes with a presentation. The content of this presentation usually emphasizes identity, similarity or differences in culture. For example; take three holidays into consideration in France and United States. In both countries Easter is fundamentally same in concept but Christmas is noticeably different and the American Thanksgiving has no equivalent in French calendar. There are elements of culture from which a language teacher should benefit. In other words, language teachers should employ them to make the learners aware of the culture whose language they are learning.

1) Greetings, friendly exchange, farewells. How do friends meet? How are strangers introduced?

2) Levels of speech: In what ways are age, provenance, and social status, academic achievement degree of formality reflected in the standard or traditional speech?

3) Types of error in speech and their importance: What errors are the speaker of language is likely to make in new language?

4) Patterns of politeness: What are the wide spread formulas of politeness?

5) Verbal taboos: What common words or expressions mother language have direct equivalents that are not tolerated in new culture and vice versa?

6) Written or spoken language: What are the commonest differences between spoken language and writing?

7) Numbers: How are numbers pronounced, spelled, represented in arithmetical notations, written by hand?

8) Folklore: What myths, stories, tradition, legends, customs and beliefs are encountered among the common people?

9) Childhood literature: What lyrics, rhymes and songs are universally are learned by young children?

10) Discipline: What are the rules and norms in the home, in school, in public places, in military, in ceremonies?

11) Festivals :What days are organized for special days and what are the main themes and manner of this celebrations?

12) Holidays: What do young people do with their days off?

14) Pets: What animals are received into home as pets?

15) Telephone: What is the role of private telephone in home? Where are public phones to be found and how much they pay?

16) Cleanliness: What is the relationship between plumbing and personal cleanliness?

17) Cosmetics: What are the conditions of age and sex under which make-up is permitted?

18) Tobacco and smoking: Who smokes, what, and what circumstances?

19) Competition: How important competition in schools, in business world, in the professions?

20) Invitations and dates: What invitations are young people likely to extend and receive?

21) Traffic: How does vehicular affect the pedestrian?

22) Sports

23) Hobbies

24) Radio and television programs: How general is the use of television and radio? What types of programs are offered?

25) Family meals: What meals are usually served? What is the special character of each meal, the food eaten, the seating arrangement, the method serving dishes, general conversation?

26) Movies and theaters Where are moving picture houses and theatres found (Valdes, 1986).

The criterias that given above do not include all elements of the culture. However, they constitute the culture in technical scientific sense that have been misapprehended in our classrooms. If significant differences are made and they are clearly understood, their benefits will come into surface. Consequently, language learners will not ignore the existence of different world views and will gain critical awareness of social life, values and traditions of that language.

Izadpanah's (2011) study found the following;

That culture classes have a humanizing and a motivating effect on the language learners and the learning process. They help learners observe similarities and differences among various cultural groups. Today, most of L2 students around the world live in a monolingual and monoculture environment. Consequently, they become culture-bound individuals who

tend to make premature and inappropriate value judgments about their and others' cultural characteristics. This can lead them to consider others whose language they may be trying to learn as very peculiar and even ill-mannered, which, in turn, plays a demotivating role in their language learning process. (p.113)

Content of Culture Teaching

First, let us look at a dialogue between a person from Chinese culture (Man B) with a person from another culture (Man A, a native English speaker) who visits his home:

Man A: Your wife is very beautiful.

Man B: No, no, my wife is not that beautiful.

The reaction shown by the Man B is a common result of a cultural element. When Man A compliments the beauty of Man B's wife, Man B becomes embarrassed. Generally speaking, if this compliment were done to an English man's wife, he would politely say "thank you or I am pleased to hear that" to show the pleasure and appreciation. However, as illustrated above, the Chinese speaker refuses the compliment to show his modesty and politeness.

According to Ren (2009) the contents of culture teaching should include aspects of cultural communication information. Communicative engagement is the key factor for the informal information which is necessary for learning the content of culture enabling a healthy communication. People who were born in social-cultural circumstances and inherited their own culture can make out their ways of behavior and refrain from misunderstanding. While people are speaking in a foreign language, such learners are restricted by their native language.

The Role of Coursebooks in Culture Teaching

Tomlinson (2001) reports that almost all types of language programs

take advantage of coursebooks since they contribute a lot to language curriculums for this reason without the existence of coursebooks, learning or teaching foreign language would be quite difficult both for learners and teachers. Coursebook is the most convenient form of presenting materials; it produces consistency and continuation, gives learners a sense of system, cohesion and progress, and helps teachers prepare and learners revise. As for O'Neill (1982) there are four main reasons for the employment of coursebooks in foreign language classrooms: First, even though they are not able to meet every learner's particular expectations, to a great extent they are appropriate for foreign language learning and teaching. Second, coursebooks provide learners with an outline so that they can either prepare for the next language unit or do a review. Third, they are affordable as a valuable source for learning a foreign language. Fourth, besides paving the way for spontaneous class interaction with learners, good quality coursebooks also enable improvisation and modification by the teacher.

Littlejohn believes that "coursebooks today are more influential than ever before in terms of the extent to which they structure what happens in language classrooms. Most of the times, changes are implemented through coursebook revision or change since coursebooks are agenda for classroom teaching and learning practices" (as cited in Bastanfar, 2010, p.162).

Instrumentation

This study aims to find out the role of culture in language. Thus, Objective IELTS Advanced textbook was used. Apart from it there were one questionnaire and one textbook evaluation rubric was used. The goal of this questionnaire was to investigate the role of culture in language and the role of textbooks in culture learning. The questionnaire included twelve questions and students answered questions according to criteria, from strongly agree to strongly disagree. The questionnaire measures student's perception about the textbooks whether they are useful or not. Moreover, questionnaire helps us to make out student's idea about the relationship

between language and culture, student's benefits from textbooks in terms of vocabulary items, idiomatic expressions and cultural elements which will be useful in the future beyond school experience. Thanks to the questionnaire, whether a language teacher should only depend on textbook or should bring extra material about cultural issues can be made out. Therefore, language teachers can teach language effectively with all its aspects depending on the results obtained from it. Apart from questionnaire, one textbook evaluation rubric was used and 3 students participated in the interview. The interviews were tape recorded to assess student's answers after transcribing.

Data Analysis

After data were collected, they were analyzed and evaluated, while analyzing the data, qualitative method was used in order to provide interpretive results at the end of the research. Moreover, it was found out what students think about the role of culture in language. Through the interview made with 3 students, researcher probed into topic, asking specific examples from the textbook in order to make out the role of culture in language from the students's perspective.

Findings and Discussions

In this chapter, the data analysis of the questionnaire and interviews were explained.

Findings of Questionnaire

Question 1, 2 and 3 related to the following respectively;

Question 1) If one is learning a language, she should learn the culture of that language.

Question 2) I am contented to use textbooks for broad cultural knowledge.

Question 3) Textbooks present a broad cultural perspective in a clear and interesting way.

Figure 1.

The number of the students who thinks learning a language necessities the learning culture of that language.

The number of students who are contented to use textbooks for broad cultural knowledge.

The number of students who thinks textbooks present a broad cultural perspective in a clear and interesting way.

Findings of Question 1

Question 1) If one is learning a language, she should learn the culture of that language.

Answers to Question 1 showed that 15 % of the students strongly agreed that if one is learning a language, that person also should learn the culture inherent in that language. 45% of the students agreed, if one is learning a language, she should also learn the culture of that language. 25 % of the students were uncertain. 15 % of the students disagreed. There was no students who strongly disagreed. Result of this question showed us that students in Turkey are not highly aware of the importance of culture in language learning. If all of them were aware of that fact, they would probably choose strongly agree option. In order to create an awareness in students perception of culture, teachers should follow some procedures such as teaching identity, similarity or differences in culture. Moreover, elements of culture should be taught in classroom with the help of presentations which addresses student's visual perception.

Findings of Question 2

Question 2) I am contented to use textbooks for broad cultural knowledge.

The answers given to Question 2 showed that there were no students who checked strongly agree and strongly disagree options. 25 % of the students agreed that they were contented to use textbooks for broad

cultural knowledge. 45 % of the students were uncertain whether they were contented to use textbooks for broad cultural knowledge or not. 30 % of the students disagreed that they were contented to use textbooks for broad cultural knowledge. Results acquired from question two illustrated that most of the students are not contented to employ textbooks for broad cultural knowledge. It would be logical to claim that they might get bored of using textbooks and following strict schedule of the textbooks, for this reason most of them are not contented to employ textbooks for broad cultural knowledge. In order not to bore students with the monotonous structure of the textbooks, teacher should be more active in the classroom rather than strictly following textbook. For this reason extra materials can be brought to the class to present cultural elements in an interesting way.

Findings of Question 3

Question 3) Textbooks present a broad cultural perspective in a clear and interesting way.

The answers given to this question showed that 2% of the students strongly agreed that the textbooks present a broad cultural perspective in a clear and interesting way. 36% of the students checked agree option, 28% of were uncertain whether textbooks provide cultural perspective in a clear way or not. 32% of them disagreed and 2% of them strongly disagreed. As it is seen from the results, the number of students checking agree, uncertain and disagree options were approximately same. Therefore, it is inevitable to conclude that student's perception of textbooks being interesting or clear differed from each other. While for 36 % of the students textbooks were quite interesting, for the 32% of the students textbooks were quite boring. In order to come to a consensus for the textbook usage in an interesting way, a committee of students and teachers should gather to take the issue into consideration and decide on the most interesting topics to be presented in textbooks.

Question 4, 5 and 6 related to the following respectively;

Question 4) Textbooks provide me with examples and explanations of culture and how to take advantage of them.

Question 5) Textbooks emphasize the importance of culture.

Question 6) The cultural materials in our textbooks were appropriate to my age and level.

Figure 2.

4. The number of students who think textbooks provide them examples and explanations of culture and how to take advantage of them.

5. The number of students who think textbook emphasize the importance of culture

6. The number of students who think cultural materials in textbooks were appropriate to their age and level.

Findings of Question 4

Question 4) Textbooks provide me with examples and explanations of culture and how to take advantage of them.

Answers given to this question show that 10% of the students strongly agreed that textbooks provide them examples and explanations of culture and how to take advantage of them. 65 % of them checked agree option and 25% of them were uncertain. From Figure 2, it can be concluded that most of the students find textbooks beneficial and explanatory.

Findings of Question 5

Question 5) Textbooks emphasize the importance of culture.

The answers given to this question show that 10 % of the students strongly agreed that textbooks emphasized the importance of culture. 37% of the students checked agree option and 38% of them were uncertain whether textbooks emphasize the importance of culture.10 % of them

disagreed that textbooks emphasize the importance of culture. Moreover, 5 % of them strongly disagreed. It can be claimed that generally students think that textbooks emphasize the importance of culture. However, the ones who think textbooks do not emphasize the importance of culture should be interviewed in order to get their suggestion for textbooks emphasizing cultural aspect of language.

Findings of Question 6

Question 6) The cultural materials in our textbooks were appropriate to my age and level.

Answers given to this question show that 40% of the students agreed that cultural materials in textbooks were appropriate to their age and level. 25 % of them were uncertain about it. 30% of the students disagreed and 5% of them strongly disagreed that the cultural materials in textbooks were appropriate to their age level. Researcher takes the overall result into consideration concluding that the students generally were uncertain. Some measurements should be taken in order to make all students contended with the cultural materials in textbooks considering appropriateness to their age level.

Question 7, 8 and 9 related to the following respectively;

Question 7) Language teachers not only depend on textbooks but also they should bring extra materials to the classroom

Question 8) I found textbooks useful and effective for broad cultural knowledge

Question 9) The textbooks that I study contain vocabulary items related to target culture

Figure 3.

7.The number of students who think language teachers not only depend on textbooks but also they should bring extra materials to the classroom

8.The number of students who think textbooks are useful and effective for broad cultural knowledge

9.The number of students who think textbooks contain vocabulary items related to target culture

Findings of Question 7

Question 7) Language teachers not only depend on textbooks but also they should bring extra materials to the classroom

Overall students tend to agree with an average of 2.2.The answers given to this question showed that 26% of the students agreed that language teachers should not only depend on textbooks but also they should bring extra materials to the classroom. 44% of the students were uncertain and 10% of the students disagreed. What is more 20 % of the students strongly disagreed. This reveals the fact that most of the students agree that language teachers should bring extra materials such as poster presentation of the specific feature of one culture addressing visually. There are elements of culture from which a language teacher should benefit. In other words, language teachers should employ them to make the learners aware of the culture whose language they are learning. Moreover, they should begin their classes with a presentation. The content of this presentation should emphasize identity, similarity or differences in culture. For example; take three holidays into consideration in France and United States. In both countries Easter is fundamentally same in concept but Christmas is noticeably different and the American Thanksgiving has no equivalent in French calendar. These differences can be illustrated by the teacher bringing extra materials to the class.

Findings of Question 8

Question 8) I found textbooks useful and effective for broad cultural knowledge

Overall students agreed with an average of 2.7. The answers given

to this question showed that 60% of the students agreed that they found textbooks useful and effective. 10% of them were uncertain whether textbooks are useful or not, 25 % of them disagreed. What is more 5 % of them strongly disagreed that the textbooks are useful and effective. This reveals the fact that students generally were in favor of textbooks. They found textbooks useful and effective for broad cultural knowledge.,

Findings of Question 9

Question 9) The textbooks that I study contain vocabulary items related to target culture

5 % of the students strongly agreed that textbooks contain vocabulary items related to target culture. 45% of them checked agree option.35% of them were uncertain. What is more, 15 % of them disagreed. This reveals the fact that most of the students are contented to employ textbooks for learning vocabulary items even though 35% of them were uncertain and 15% of them gave negative answer to this question.

Question 10, 11 and 12 related to the following respectively;

Question 10) The textbooks that I study contain idiomatic expressions related to target culture.

Question 11) If I go to England, I can experience culture shock since the cultural elements in textbooks were not enough.

Question 12) If I go abroad I would feel more confident since I have learned cultural elements.

Figure 4.

10. The number of students who think textbooks contain idiomatic expressions related to target culture.

11. The number of students who think they can experience culture shock in England since the cultural elements in textbooks are not enough.

12. The number of students who think they will feel more confident, if they go to abroad since they have learned cultural elements in textbooks.

Findings of Question 10

Question 10) The textbooks that I study contain idiomatic expressions related to target culture.

Answers given to this question showed that 5 % of the students strongly agreed that the textbooks contain idiomatic expressions.45 % of them checked agree option.25% of them were uncertain whether textbooks contain idiomatic expressions or not. What is more 15 % of them disagreed and10 % of them strongly disagreed. This reveals the fact that even though students who checked agree and strongly agree option outnumbered the ones who checked disagree and strongly disagree option, there are still some missing points in textbooks in terms of idiomatic expressions. Solution to this problem should be found. Some specific parts containing idiomatic expressions can be added to textbooks in order to increase the amount of students who think textbooks do not contain idiomatic expressions.

Findings of Question 11

Question 11) .If I go to England, I can experience culture shock since the cultural elements in textbooks were not enough.

Answers given to this question showed that 10 % of the students strongly agreed that they can experience culture shock, if they go to the England.60 % of them agreed and 15 % of them were uncertain. What is more, 15 % of them disagreed. Students who negatively answered this question demonstrated that they do not feel confident while speaking English, it can be claimed that their ability for speaking is quite low. For this reason, classes should base on speaking. Language teachers should instil confidence to their students. Researcher does not think that their negative attitude is related to lack of cultural elements in textbooks but rather related to their confidence.

Findings of Question 12

Question 12) If I go abroad I would feel more confident since I have learned cultural elements.

Answers given to this question demonstrated that 25 % of the students strongly agreed that they would feel more confident since they have learned cultural elements. 50 % of them agreed that they would feel more confident since they have learned cultural elements. What is more 25 % of them were uncertain and 15 % of them disagreed. It can be drawn from this result; students will not have any difficulty when they go abroad since they have learned and familiar with cultural elements. However, there is one point attracting researchers' attention, in question 11 student's answer have demonstrated that they will not feel confident and will experience culture shock since the cultural elements in textbooks were not enough for them. Therefore, the reliability of students answer is under discussion.

Findings of the Interview

The interview was carried out with three students who are studying English Language and Literature in KTU. The aim of the interview was to get the general idea of students about the use of textbooks in terms of information about target cultures, different people, activities presented. The interview is based on ten different questions. Questions included five options. They were; Strongly Agree, Agree, Uncertain, Disagree. After students checked one of the options, researcher asked them the reason why they checked one of the options.

The first question was "Visual image and cultural information are current and pertinent."

Student A checked agree option. She stated that when she looked at the photos on the book, she realized that the second image was related to the text. In the passage, it was not challenging to find information about buildings in Shanghai. On the other hand, a point attracted her attention, if the aim of this textbook was to teach English why culture of Shanghai was introduced to them. Instead of it, the textbook should introduce England and its culture. Student B checked strongly agree that the visual images

were current and pertinent since the visual images were related to the text presented on the same page. Student C thought that visual images were pertinent and thanks to visual images represented in textbooks she will not have any difficulty in remembering Shanghai and pertinent information stated in textbook.

Overall, the interview responses indicate that visual images are found to be beneficial by students for the representation of target culture however; one of the students did not support the idea that a variety of culture should be represented in textbook.

Question two was “ Textbooks reflect diversity within target cultures.”

Student A agreed that the textbook reflect diversity within target cultures. She read The Legacy of the Baby Boom in Australia. She told that this text tried to give information about baby boom in Australia and when she read this text, she had background knowledge about population of Australia, she deduced that this text was appropriate within target cultures. Student B strongly agreed that textbooks reflect diversity within target cultures. She suggested that text gave information to her about the cultural phenomena supported by the numbers. Students C agreed that textbooks reflect diversity within target cultures. Text gave clues about the life standard, the role of family in Australian culture. According to the findings of question two, researcher concluded that the textbooks used by students taking part in the interview reflect diversity within target cultures.

Question three was “Variety of regions/ countries(where target culture is spoken) is represented.

Student A strongly agreed that variety of regions/countries were represented. She deduced that various texts related to different cultures can be observed. Besides, visual images and invaluable information help reader to better understand the text. Student B strongly agreed and said that variety of regions/ countries were represented in textbooks with the support of visual images. Student C strongly agreed and variety of

countries and regions were represented and thanks to this students can have knowledge and culture of that countries even if they do not visit them. According to student's answers, it can be claimed that textbooks are beneficial for illustrating cultural facts and pertinent information.

Question four was "As a learner I have opportunities to participate in entertainment representative of target cultures (ex. Games, story telling, songs etc.)"

Student A strongly agreed and said thanks to this kind of textbook, learners had opportunities to take part in various activities. When a text related to sport is read, the textbook tries to teach some intensifying adverbs such as bitterly, surprisingly supporting them with sentences. For example; "The number of entrants for the competition is highly low in comparison with last year's figures." Student B strongly agreed that thanks to the examples, games and storytelling in textbooks, she could participate in entertainment. Student C suggested that if she wants to acquire knowledge about culture, textbooks can be very beneficial and also storytelling, games in textbooks attracts her attention. While she is having fun at the same time she can learn some related vocabulary items and grammar usage. Overall, the interview responses indicate that students can participate in entertainment representative of target cultures thanks to textbooks since textbooks encourage students to do that.

Question five was "Images depict different people/cultures who use target language for communication."

Student A agreed and told that when she looked at the images, she noticed that people from different cultural backgrounds, nations gathered together thanks to sport organization and they employed English communicate. Student B agreed that people from different nations come together and shared knowledge. Student C suggested that when she looked at the visual images, she could see people from different cultures, they took advantage of target language in order to communicate.

Depending on the answers given by the students, researcher deduced

that images represented in textbooks help students to make out the role of target language in communication and thanks to target language people from different backgrounds can share their knowledge.

Question 6 was “Activities allow me to demonstrate my knowledge in using target language.”

All of the students checked strongly agree option.

Student A concluded that some activities were very useful for the learner and she had a chance to practice the target language. There were some tasks beneficial for the learner in terms of writing practices. Student B claimed that examples illustrated in textbooks allowed her to demonstrate her knowledge. Students C suggested that writing molders in this textbooks allowed students to show their knowledge. They could able to prove themselves writing their ideas and taking advantage of some cognate words and vocabulary items.

Overall, responses to questions indicated that writing, speaking sections in textbooks allowed students to show their knowledge in terms of both speaking and writing. When they participated in activities such as speaking and writing, they can gain confidence through speaking face to face with a foreigner. “Crystal suggested not only English culture but culture all around the world is represented in textbook. Today English is the dominant or official language in over 60 countries”(p.106).

Question 7 was “Textbooks present discussion or activities based on borrowed words, cognates and idiomatic expressions in the learner’s native language and target culture.”

Student A and Student C checked agree option. Student A told textbooks shown to her had some questions at the end of each unit and these questions can create discussions so, learners can gain confidence while speaking English. Student C suggested that thanks to vocabulary items and cognate words learned in the chapter students can improve

their vocabulary knowledge. Textbooks make use of cognate words in order to create awareness while doing these activities. Student B uttered that textbooks presented cognate words, idiomatic expressions. In the textbook shown to her, she realized the existence of collocation parts such as keep fresh, waste resources. Thanks to these collocations, she can express herself while speaking with a foreigner. Overall, the interview responses indicate that textbooks present cognate words, collocations and idiomatic expressions which help learner to gain an understanding of the target culture.

Question 8 was “As a learner, I am encouraged to communicate with speakers of target language either face to face or facilitated by technology, outside of their classroom (in writing, conversation, performances or presentations).”

Student A checked agree option and she stated that these activities such as speaking, writing encourage learner to practice her target language with a native speaker. Student B and C checked agree option. Student B told that writing activities in textbooks reinforce the words learned in the book. Thanks to these practices, she can feel confident while speaking face to face. Student C suggested that thanks to textbooks she can learn idiomatic expressions, vocabulary items belonging to target culture, for this reason she is encouraged to communicate with speakers of target culture, since she got accustomed to specific vocabulary knowledge. Overall, the interview responses indicate that writing, speaking, listening activities presented in textbooks help learners to reinforce their four skills of English. For this reason, when they come across a foreigner they are encouraged to communicate with them.

Question 9 was “cultural notes/ readings interesting, significant and appropriate for the age level.”

Student A and Student C checked uncertain option. Student A stated that texts and knowledge presented in textbooks mentioned

different cultures and interesting subjects. These kind of texts are appropriate for university students; however, they are not suitable for high school students. Student C suggested that textbooks can be appropriate for age level but just in terms of grammar. Since the cultural information that students have is not enough, textbooks cannot be beneficial even if it aims to teach cultural knowledge. Student B suggested that texts given in the textbooks were not appropriate for each age level.

Conclusion

The aim of this study was to find out the role of culture in language through measuring student's conception about textbooks and their general attitudes in a foreign country when confronted with cultural difference. Moreover, the research was conducted in order to show how is target culture and native language represented in various textbooks. and In other words, the research study was to reveal whether students take advantage of textbooks in terms of cultural differences, vocabulary items, idiomatic expressions related to target culture or not.

The research study was carried out in the light of two research questions:

- 1) How is target language culture and native language culture represented in various textbooks employed in our department?
 - a) How are social aspects of culture-socializing dealt with in textbooks?
 - b) How are academic contexts dealt with in textbooks?

- 2) How do language learners benefit from these representations?
 - a) How do they benefit in learning vocabulary?
 - b) How do they benefit in terms of idiomatic Expressions?
 - c) Does it improve their ability to represent their own culture to others?

Conclusions

The role of culture in language is quite important. For this reason in addition to language teaching, culture teaching in ELT is very crucial. Thanks to culture students can make out the social and philosophical content of that language. L2 learners become sensitive to the state of mind of individuals within target language community. Culture is a crucial part of communication without the existence of it, a person can only speak a language without having knowledge of the context. Because language and culture are like mirrors which reflect each other's appearance. Moreover, they are like iceberg which has invisible part under water. Furthermore, the culture of a society is significantly reflected through its language and thanks to language societies are able to transmit their own cultures, beliefs and ways of life to others and shape their own lives with different cultures. Therefore, teaching culture not only can raise cultural awareness, appreciation and acceptance of other cultures, but also culture teaching help the learner gain an understanding of native speaker's perspective. Overall, foreign language teaching is foreign culture teaching and foreign language teachers are foreign culture teachers.

First question which attempted to reveal how target language culture and native language culture are represented in textbooks, how are social aspects of culture-socializing dealt in textbooks are one of the crucial questions to be answered. What I have drawn out according to the answers of students;

According to students, textbooks are beneficial for illustrating cultural facts and pertinent information. Moreover, games storytelling and songs can be effective to represent target culture of target language. Students can participate in entertainment representative of target cultures thanks to textbooks since textbooks encourage students to do

that. Images can be another effective form for the representation of culture in textbooks. Thanks to images students make out the role of target language in communication and with the help of target language people from different backgrounds can share their knowledge.

Another question was ‘How do language learners benefit from these representations

In terms of vocabulary items

idiomatic expressions

their ability to represent their own culture to others? ‘

Overall responses to these questions indicated that textbooks present cognate words, idiomatic expressions and vocabulary items to the students. These vocabulary items, cognate words and idiomatic expressions can improve their knowledge of target language. Thanks to textbooks, learners are encouraged to communicate with speakers of target language either face to face or facilitated by technology outside of their classrooms. Learners are encouraged to communicate because they have learned cognate words, idiomatic expressions and vocabulary items from textbooks and so they can feel confident and encouraged to communicate with speakers of target culture. Thanks to these reasons counted above, they can represent their culture to others. Textbooks help students to comprehend the importance of cultural aspect in language. Almost all types of language programs employ course books since they contribute a lot to language curriculum. Without them learning or teaching foreign language would become rather difficult for many learners and teachers. There are several reasons for the employment of course books in foreign language classrooms. First of all they are appropriate for foreign language learning and teaching. Secondly, they provide learners outline so that they can follow up a certain structure. Thirdly, they are affordable as a valuable source for learning a foreign language.

Implications

There is no general consensus but there are some cultural implications which this study reveals. This study illustrates the fact that most people are aware of the importance of culture and course book in language teaching. On the other hand some people are not aware of the importance of culture and textbooks in EFL classes. The most fundamental implication of this study is that people particularly students of foreign language should be aware of the importance of culture and textbooks in language since culture learning enables one appreciation, acceptance of other cultures and has also shown increase an awareness of one's own culture. They should be aware of the importance of the textbooks since students benefit from them in terms of vocabulary items, idiomatic expressions and cognate words. Moreover, textbooks emphasize the importance of culture.

APPENDIX 1 QUESTIONNAIRE

The goal of this questionnaire is to investigate the role of culture in language and in textbooks. The results will contribute to my academic writing project. Thank you for your participation and help.

A. Check the option that applies to you.(√)

| | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
| 1. If one is learning a language, she should learn the culture of that language. | | | | | |
| 2. I am contented to use textbooks for broad cultural knowledge. | | | | | |
| 3. Textbooks present a broad cultural perspective in a clear and interesting way. | | | | | |
| 4. Textbooks provide me with examples and explanations of culture and how to take advantage of them. | | | | | |
| 5. Textbooks emphasize the importance of culture. | | | | | |
| 6. The cultural materials in our textbooks were appropriate to my age and level. | | | | | |
| 7. Language teachers not only depend on textbooks but also they should bring extra materials to the classroom | | | | | |
| 8. I found textbooks useful and effective for broad cultural knowledge. | | | | | |
| 9. The textbooks that I study contain vocabulary items related to target culture | | | | | |
| 10. The textbooks that I study contain idiomatic expressions related to target culture | | | | | |
| 11. If I go to England, I can experience culture shock since the cultural elements in textbooks were not enough. | | | | | |
| 12. If I go abroad I would feel more confident since I have learned cultural elements. | | | | | |

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Gender Differences in Language Learning

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Abstract

This study presented an evaluation of learning a foreign language as a gendered issue. The concept of gender as an established, constructed and already accepted concept was studied in the field of language learning process. Gender took its place in the sociological dimension of language learning and teaching. Language is a gendered concept itself due to the fact that it plays a role as a social institution. Thus, it brings the gender differences with itself. In this context, the study declared the fact that it necessitates accepting the language both culturally as the social aspect and grammatically as the linguistic aspect.

This study also aimed to determine the relationship between gender and language as interrelated subjects by referring to the points such as consciousness, cognitive phases of different learners, feelings during language learning process, motivation, urges, interest, levels of performance, internalization and the learner's character. Language learning process is already gendered. The study included in what ways this process is gendered. In addition to this, a performative view to genders, like Judith Butler's, was thought to be possible within the context of language learning process. At the end of the study, it was accepted that the result is different performances due to different language skills of both genders.

Key words: Gender, language, performativity, language learning.

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Gender Differences in Language Learning

Gender has always been a subject discussed throughout time. It has been presented as the embodiment of different contexts. When the case becomes the definition of gender, it is a concept that is exposed to particular norms in the context of binary oppositions such as male and female, man and woman, nature and culture. Some sort of identity and gender forms are imposed on people. It is an extension concept of biological sexes created by society and its point of view. It has always become a criteria in perceiving the world itself, the culture and the language too. When it comes to learning a foreign language, it necessitates accepting the language both culturally as the social aspect and grammatically as the linguistic aspect. At this point, gender takes its place in the sociological dimension. Because it is a constructed, established and already accepted concept.

It is an undeniable fact that language is the most important means of communication. Language itself is also a gendered issue. Language and gender are interrelated with each other. Therefore, language brings the gender differences with itself. It is a social being that lives in society. Due to the fact that it is born in society, it includes gendered perspectives and it is shaped by society and its mind-sets. It provides the maintenance of gendered concepts through learning, speaking and writing. The learner and speaker of a foreign language learns it with all its aspects and gendered dimensions.

Learning a foreign language through media, magazines, newspapers, books, films, and series also affects the learning process that is already gendered actually. At the very beginning of language learning process, gender affects the strategies, methodologies of language learning. Gender shapes these learning phases. For example, women use memory, more strategies and (Meta) cognitive ways than men. Cultural and social beliefs, backgrounds of people are different from each other. Use of facial expressions, gestures and mimes are also distinctive parts of this process.

Language learning as a communication skill and a conscious process reflect the differences between gender voices. Firstly, there are certain cultural

differences between genders. Their cultural backgrounds vary due to the fact that they have grown up in different family atmospheres.

Certain differences appear inevitably in the language learning process. The difference between male and female's learning process creates a context about communication skills of foreign languages. Cognitive structures of learners and biological potentials back up their learning process. Individual perceptions determine the preferences in the language system. Consciousness of both genders work differently. When male learners try to work with superficial knowledge, female learners focus on detailed aspects of the language that she is learning. Therefore, cognitive structures and phases of genders are performed variously.

General language features affect the learning process as well. Established gender differences in mother tongue bring the ones in foreign language actually. Due to the fact that language is a social being, it reproduces gender and gender roles. Male dominance in language and cultural differences determine the limits and perspectives to the language itself. Gender differences are clearly seen in use of language in everyday life. Perceptions and preferences of male and female learners reflect this reality.

Different approaches of both sexes to the language can be seen through their discourses, choice and use of words. Two genders have particular ways of self-expression in foreign language such as nonverbal communication and body language.

It is an undeniable fact to see the picture with different motivations among students, difficulties faced with, level of interest and different performances required in language tasks.

There are some common attitudes towards learning a foreign language. It starts with a primary enthusiastic work. It ends up with different levels of performance and motivation. Thus, a learner's character affects the language learning features. Here, the internalization aspect plays an important role. In addition to this, feelings appear during language learning process such as prejudice, timidity, anxiety and fear. The ways to cope with these handicaps

in this process of both genders differentiate from each other. Personalities may function as handicaps preventing this process in this case.

Students' skills are shaped by their characters firstly. And characters are affected by our genders. Therefore language learning performance appears as a gendered matter. This case is not related with sexism, but with what is reality. It is aimed to talk about not an imaginary ground, but it is an attempt to understand the answer to the question: In what ways this process is gendered?

What is the situation like when all your students are female? Integration to the class and to the learning process generally is more difficult in this situation. Therefore, combined classes in terms of gender are more useful, fertile and effective because of attendance, competence and psychology of the learners.

Performance is the totality of acts and behaviour of a person in life according to their genders and sexes in society. In this case, language teaching and learning is also a performance. Therefore, in this situation Judith Butler's performativity theory comes to mind. "Performativity is not a singular act, but a repetition and ritual, which achieves its effects through its naturalization in the context of a body, understood, in part, as a culturally sustained temporal duration" (Butler, *Gender Trouble* 15). As parallel to the theory of performativity of Judith Butler, it may be thought that learning a foreign language and language teaching is also a performance related with cognitive parts and different language skills. Due to the fact that this is a performance, it must be working differently for every person and this is the subjective point of this gendered process. This process is maintained with different linguistic skills. It results with distinctive performances and levels of production. Both genders produce separate verbal and nonverbal elements related to language.

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Pygmalion effect in English language classes

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Abstract

The “Pygmalion Effect” usually refers to the fact that people, often children, students or employees, turn to live up to what’s expected of them and they tend to do better when treated as if they are capable of success. The Pygmalion effect is the idea that people fulfill the expectations that other people have of them. When adapted to the field of education, the effect has far reaching implications regarding the validity of today’s pedagogical practices. The factors that lead teachers to establish expectations, and the effects that varying expectations have on students. Students were queried through the use of several surveys to determine their feelings and perceptions of teacher expectations.

The relationship between teacher expectation and student achievement will be explored with suggestions for effectively communicating expectations. Expectations are how a teacher thinks students will perform and standards are a defined level, which the teacher wants students to achieve. Standards are the goals that teachers want students to reach. The expectations are how well the teacher thinks the student will progress towards achieving the goals. The Pygmalion effect suggests that by expecting high achievement, the student will perform at a high level. On the other hand if low achievement is expected, the student will exhibit low performance. If one believes an individual will act or react in a certain way, one will create a situation that will cause the expected behavior to occur.

Teachers were queried about their attitudes and behaviors via a different survey. Data collected indicates a moderate to strong correlation between students’ performance and attitudes and their teacher’s expectations and behaviors. However, the positive teaching expectations do not necessarily lead to high student achievement. The case of the

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learners majoring in thermodynamics matches “anti-Pygmalion-effect” phenomena, showing that in educational domain, it is not always the case that “you get what you expect.”

Keywords: Pygmalion, Pygmalion Effect, Self-fulfilling Prophecy, Teachers’ Expectations

Introduction

A story of a phonetics professor named Henry Higgins who is challenged to transform a poor flower girl with a Cockney accent into a duchess with an upper-class accent. In 1938 Shaw became the first and only man ever to win the Nobel Prize for literature and an Academy Award for the same work. Then, in 1956, the story of Pygmalion became a smashing Broadway hit in the form of *My Fair Lady*, the musical adaptation of George Bernard Shaw’s work. The play is still performed in numerous venues throughout the world. The idea of taking a person and shaping her into another sort of person is very captivating to audiences and demonstrates the power one person’s expectations and direction can have on another person.

Quite often, people wish they were someone other than themselves. The transformations these people wish for are in hopes of improving their looks, social status, or bank accounts. In the play, *Pygmalion*, George Bernard Shaw approaches a different transformation. The transformation is improving upon the character, Eliza Doolittle’s speech, by professor Higgins.

The method for teaching pronunciation has historically been mostly audio-lingual which also the technique professor Higgins uses is. Lessons are conducted in the target language alone (or in the case of *Pygmalion*: target accent) and the focal point is on pronunciation, with immediate error correction, using imitation of dialogues and repetitive drills. There are very little grammar explanations, and vocabulary is learned by context only. The method leans on behaviourist theory and is still a successfully used method for highly motivated government personnel stationed abroad.

Furthermore, major findings presented in the research on school wide and teacher expectations include: Expectations, as communicated

school wide and in classrooms, can and do affect student achievement and attitudes. High expectations are a critical component of effective schools. In effective schools, high expectations are communicated through policies and practices which focus on academic goals. Teacher expectations and accompanying behaviours have a very real - although limited - effect on student performance, accounting for five to ten percent of student achievement outcomes.

Statement Problem

When adapted to the field of education, the Pygmalion effect has far reaching ramifications on the effectiveness of today's teaching approach and execution. It is essential that educators become distinctly aware of just how much effect their assumptions on a student's performance can have on that student's abilities. This is particularly critical when those assumptions have negative connotations. At the point when a teacher expects that a student will perform inadequately, the student will inexorably perform as indicated by those desires. When teacher anticipates that a pupil will perform poorly, pupil will inevitably perform according to those expectations.

This study aims at identifying to what extent the problem is obvious in the field of English teaching in general and in Turkey in particular.

Factors influencing Pygmalion effect in the classroom

Expectations

The current evidence leads me to propose a four-variable "hypothesis" of the impacts that deliver the Pygmalion Effect. Individuals who have been directed to expect great things from their students, kids, customers, or what-have-you seem to: Create a warmer social-passionate, inclination around their "uncommon" students (atmosphere);

- Give more feedback to these students about their performance (feedback);
- Teach more material and more difficult material to their exceptional students (input);
- Give their exceptional students more chances to react and inquiry

There is nothing magical or definitive about the choice of these four, and in fact, none of them is independent of the others. My criterion for including each as a factor is that there must be at least five studies that

support it and that no more than 20 percent of the studies bearing on each factor contradict it.

In a study conducted by Rosenthal & Jacobson, it was found that teachers' expectations have a significant effect on students' achievements. Rosenthal & Jacobson found that there was a solid positive connection between educator positive desires and students accomplishment, contrasted with control bunches where no desires were given, paying little heed to the student's past scholarly accomplishment. Moreover, Rosenthal illustrated the distinctions regarding educators' expectations. At the point when educators expect more noteworthy erudite advancement from specific students, these kids did show more noteworthy scholarly improvement.

Summary and Recommendations

Major findings presented in the research on schoolwide and teacher expectations include: Expectations, as communicated schoolwide and in classrooms, can and do affect student achievement and attitudes. High expectations are a critical component of effective schools. In effective schools, high expectations are communicated through policies and practices which focus on academic goals. Teacher expectations and accompanying behaviours have a very real - although limited - effect on student performance, accounting for five to ten percent of student achievement outcomes.

Communicating low expectations has more power to limit student achievement than communicating high expectations has to raise student performance. Younger children are more susceptible to expectancy effects than are older students. Most teachers form expectations on the basis of appropriate information, such as cumulative folder data and change their expectations as student performance changes. A minority of teachers form expectations based on irrelevant factors such as students' socioeconomic status, racial/ethnic background, or gender. A minority of teachers see student ability as static, and thus do not perceive and respond to changes in students' performance in such a way as to foster their growth. A minority of teachers treat low-expectation students in ways likely to inhibit their growth, e.g., by exposing them to less learning material and material that is less interesting, giving them less time to respond to questions,

and communicating less warmth and affection to them. Teachers, who form expectations based on inappropriate data, are rigid and unchanging in their expectations, and/or treat low-expectation students in inhibiting ways are generally not aware of their harmful thinking and behaviours.

When teachers engage in differential treatment of high- and low-expectation students, students are aware of these differences. Low-expectation students have better attitudes in classrooms where differential treatment is low than in classrooms where it is high. In the hands of some teachers, low groups and low tracks are subject to the same kinds of limiting treatment as are individual low-expectation students - with the same negative effects. The negative effects of differential teacher treatment on low-expectation students may be direct (less exposure to learning material) or indirect (treating students in ways that erode their learning motivation and sense of self-efficacy). Training can enable school staff members to become aware of their unconscious biases and differential treatment of students, and help them to make positive changes in their thinking and behaviour.

Reflections and Personal Thoughts

My views regarding the pygmalion effect in English teaching context is that increasing the one-on-one relation by the teacher and each student in the class relying on a gradually built rapport from the beginning of the year would be beneficial for both the student and the teacher. This type of a relation shall increase interest of the students in the topic, and this is a very important step ahead to get the attention of all students, whether they have good accumulated English or basic one. To make this happen, many operational implications are foreseen regarding the physical infrastructure of the teaching venue to the policies and procedures that govern the English teaching especially at public schools where change might be slower than in private schools, since the latter are more concerned on building a competitive advantage. Nevertheless, slight positively made changes in the behaviour of educators could assist in making English language one of the most favourable subjects at our schools.

Conclusion

In this research I have argued that the teaching of pronunciation in English as a foreign language is something we need to address more if we want our students to be intelligible and not just settle on being understood. Physically, speech is sound produced by our lungs, larynx, mouth cavity, tongue, nose cavity and lips (Cerú ed. 204). Our physical equipment decides what types of sounds we are able to produce.

Different languages use partly different sounds and different prosody. To use correct sounds and prosody for the target language is significant for an intelligible pronunciation. The communicative approach has led to a shift of emphasis in the teaching of pronunciation, from segmental to suprasegmental aspects of speech. That is, it focuses more on sentence stress, rhythm and intonation than on individual sounds. I argue that we need to address both and that one thing does not exclude the other. Speaking a foreign language is similar to singing. Anyone can sing but it is only those who have perfect pitch that make people want to listen. The investigation of transitivity acknowledged through the examination of the methodologies demonstrates that the male character is the practitioner of more commonsense activities than the female. The material methods demonstrate that while the male teacher does activities to demonstrate his ability to himself and to general society world, the female student hopes to be perceived by the educator for the activities she capably performs. It is acknowledged through the mental methods that the female is moved by her feelings while the male does not hint at any recognition or friendship in his temperament.

Teachers today are maybe a bit too afraid to see the potential of their own teaching and too timid to take credit for progress in the classroom. "In the relationship between the phonetics teacher and the fanciful Pygmalion, [Shaw] certifies that training is surely a semi enchanted power" (Porten 72). Perhaps a fiery phonetic devotee is the thing that we require in showing English as an outside dialect as well.

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The Role of English in Internationalization of Higher Education in the Republic of Macedonia with a specific focus on the case of South East European University in Tetova

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Abstract

This paper deals with the role of the English language in making higher education truly international and the efforts that various higher education institutions worldwide are making to internationalize their study programs, so that they can attract international students. In particular, this paper tries to reveal the efforts of Higher Education Institutions (HEIs) in the Republic of Macedonia to internationalize their study programs, with a particular focus on South East European University in Tetova. It examines the efforts of the universities to offer study programs that are taught in English, so that they can both fulfill their fundamental mission to provide qualitative higher education to local students and attract more international students. Furthermore, the paper examines the present situation at SEE University in Tetova with regard to the number of study programs that use English as a language of instruction, and other joint-study programs that are offered in cooperation with other universities in the world. In addition, the paper reveals future perspectives and challenges of the University strategy to increase the number of study programs in English (and joint-study programs) so that it becomes more competitive in the higher education market in the Republic of Macedonia and abroad. In terms of research methodology, this study uses inductive research methods such as interviews and relevant documentation to investigate the views and actions of the management with regard to the present and future strategies to internationalize study programs at universities in Macedonia, and particularly at SEE University. The paper makes conclusions and gives recommendations.

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Key words: internationalization, international higher education, English, lingua franca, language of instruction, competetion

Introduction

Internationalization of higher education is a phenomenon that reached its peak in the recent years, especially with regard to the attention that is being paid to the international dimension of the higher education in Europe. The international dimension of higher education in Europe started with the adoption of many documents and comuniques in various levels international, national and HEIs.

The phenomenon of internationalization of higher education has induced mobility of students and professors all over the world. The usual movement of these people who seek higher education is from their own country to the Anglophone countries like USA, Canada, England and Australia. In order for them to enrol to universities in Anglophone countries both students and professors are in a way obliged to learn English, the official language in Anglophone countries and the language of instruction in Anglophone universities. One of the reasons for these students and professors to move to those Anglophone universities is that most of those universities are ranked high in the World Ranking List of the Universities. The top list contains some other universities from other countries in the world as well such as universities in Switzerland, Japan, Singapore, Germany but even in those countries study programs use English as the language of instruction.⁵ So, the English language is identified as a ticket to the Anglophone universities.

So, as the time was passing by English was becoming more attractive and more important language internationally than any other language. In some countries it started to even be introduced as a second official language or as a foreign language. It was presumed that introducing English as a

⁵ <http://www.timeshighereducation.co.uk/world-university-rankings/2014-15/world-ranking>

second official language could help young people in their education and employment or professional aspect and would help them in the global labour market and higher education.

English has spread all over the world and especially in Academia therefore universities became more proactive in internationalizing their study programs to attract international students. Universities in Macedonia have been following this trend and have been trying to increase their international cooperation so that they could internationalize the higher education in Macedonia.

Therefore, this paper will try to reveal some of the efforts of the HEIs in Macedonia to internationalize their study programs (curricula, teaching, learning), so that they become part of the international competition in attracting international students as well as improving the quality of higher education.

This paper will also try to reveal the importance of English in higher education worldwide in general and for the higher education in Macedonia specifically, that is, its role in the increasing mobility of students and professors. Moreover, this paper will reveal some of the concrete actions that Macedonian Government have undertaken to give English its meritorious place in higher education and other state institutions.

So, in general this paper will reveal the role of English in higher education in Macedonia and the efforts of HEIs in Macedonia to increase the study programs in English, so that they can attract international students and compete in the global market of the higher education in the region and beyond.

Literature Review

In recent years the new changes in the world economy and new means of communication provide new impetus in the rising trends of using English as a global language (Block and Cameron, 2002, 4). This in a way makes English a lingua franca in many parts of the world. For example, in

recent years in China there are millions of Chinese who learn the English language. This phenomenon was spread as well in Japan, Korea, Thailand (Dooley, 2006). Furthermore, these countries initiated changes in their state legislations by making the English language the second official language in those countries.

In addition, more than 75 countries recognize the English language as their second official language and more than 1.6 billion people in the world speak the English language as their first or second language or as a foreign language which in other words means that more than a third of the whole world population speak the English language (Crystal, 2003:107) According to Crystal (2003) more than 400 million speak English as L1, more than 600 million as L2, and more than 600 million as a FL.

According to Fishman (1996), who conducted a survey in 20 countries in the world, the English language dominates almost in every sphere of life such as education, trade, industry, technology, banks, and other fields or professions irrespective of how well are other languages, cultures, and identities established in those societies (Bangbo'se, 2001: 357-363). Results from the survey as well concluded that the English language has a dominant role in the world (Bangbo'se, 2001: 357-363)

If the spread of English continues in the same pace in few decades half of the world population will speak English (Bangbo'se, 2001: 357-363:Emini, 2014, 192-241).

According to Graddol (1999:57-68) the proportion of the world's population speaking English as L1 is declining and will continue to do so in the foreseeable future. The international status of English is changing in profound ways, in the future it will be a language used mainly in multilingual contexts as L2 and for communication between non-native speakers. He claims that non native speakers of English have now control over the language as the number of non native speakers who use English for international communication is increasing.

In this line, McKay (2002) claims that English got embedded in the

cultures of the countries in which it is used. As an international language in the global sense one of the primary functions of English is to enable speakers to share with others their local ideas and cultures.

Moreover, Smith (1983)⁶ notes that English is denationalizing, thinking of English no longer belonging to particular countries and that non native speakers are using English to express their cultures, values and norms. So, professor Sharifian⁷ concludes that English has renationalized from inner circle countries to outer and expanding circle countries⁸.

As mentioned above, for a long time now the Anglophone countries have been using the opportunity that the English language as a global language has given to them, that is its intensive usage in the global Academia to attract millions of international students in their countries. The WRLU⁹ shows that the Anglophone universities, which use English as a medium of instruction, are on the top of that list of the best universities in the world ahead of many other universities that use other languages than English as a medium of instruction. Certainly, there are some other universities in some countries as well such as Japan and some other EU countries that use English as a medium of instruction and which are ranked high in the WRLU. This shows that it is English that enables this mobility of best students and professors in the world, which most possibly enables

6 *The lecture on English as an International Language (EIL) 2011 of Farzad Sharifian, Director of the Language and Society Center, Convenor of English as an International language, Monash, University, Founder of EIL Program, <https://www.youtube.com/watch?v=VZ9bYHhM8NE>*

7 *ibidem*

8 *The inner circle refers to the traditional bases of English, where it is the primary language. Included in this circle are the USA, UK, Ireland, Canada, Australia and New Zealand.*

The outer or extended circle involves the earlier phases of the spread of English in non-native settings, where the language has become part of a country's chief institutions, and plays an important 'second language' role in a multilingual setting. Singapore, India, Malawi and over fifty other territories are included in this circle.

The expanding circle includes those nations which acknowledge the importance of English as an International Language. Historically, they do not belong to that group of countries which were colonised by members of the inner circle, and English doesn't have any special intranational status or function. They constitute the context in which English is taught as a 'foreign' language as the most useful vehicle of international communication.

9 <http://www.timeshighereducation.co.uk/world-university-rankings/2014-15/world-ranking>

those universities to maintain their positions among the best universities in the world and move up to the top places in the WRLU. Eventually, the English language provides a better ground for disseminating knowledge through research and development (Emini, 2014)

The introduction of study programs in some universities in non-Anglophone countries in Europe that use English as a medium of instruction could be used as an opportunity to attract better students from their own countries as well. Furthermore, it is a good opportunity to attract international students especially from Anglophone countries, in which studies are expensive due to high tuition fees at their universities.

Taking this into consideration, many universities in EU countries are offering study programs that are taught in English. For example, universities in Netherland mark rise in the World University Raking List since they started to offer such programs. As for example, University of Amsterdam, Utrecht University, Leiden University, and some other universities which are flexible in the usage of languages as a medium of instruction.

There are also countries in Asia whose universities offer study programs in English like Japan, Singapore, China etc. In Japan there are many universities which offer study programs in English such as Akita University, International Christian University in Tokio, Sophia University in Tokio, and other.¹⁰ Moreover, in Japan there are 68 universities that offer individual subjects that are taught in English in Undergraduate level as well as 124 subjects that are taught in English in Master Level.¹¹ However, if this number of study programs and the number of students who study in those study programs are compared to the study programs that are offered to international students in USA as well as the number of international students in USA where the percentage of those students is 20% and those of EU that is 10% can be concluded that Japan demonstrates weak acceptance

10 http://www.mext.go.jp/b_menu/bakusbo/html/hpab200801/detail/1292585.htm

11 *Ibidem*

of foreign students. Also the number of foreign professors in Japan is only 5% which is again smaller than in USA or EU (Chang J.Y. 2006:513–525).

As far as the EU is concerned the Academic Association for Cooperation in EU conducted a research to find out the number of study programs that were taught in English in universities in Continental Europe in 2007.¹² It applied to study programs in Bachelor and Master level. Study programs such as English language and literature were excluded from this research. And the research showed that around 2400 subjects were taught in English especially in universities in Holand (774 study programs), Germany (415 study programs), Finland (235 study programs), and in Sweden (123 study programs). In Philipson (2009) the number of study programs taught in English in Sweden was contested since according to the Ministry of Education in Sweden out of 680 study programs in Master level 480 are taught in English. As regards Denmark universities, about 25% of undergraduate students attend study programs that are taught in English, whereas in Master level 44%. These figures show that the number of study programs taught in English in 2007 had reached 2400 and this number was expected to rise much more in the forthcoming years. This phenomenon leads to the conclusion that English will definitely become the language of instruction in higher education in Europe as well worldwide (Coleman, 2006, 11). The increase of study programs taught in English is in a way due to the Bologna process which was set forth to create a common area of higher education through which academic cooperation and exchange can happen. It is of course implied that English helps students and professors in developing academic cooperation through mobility and exchange (Emini, 2014, 192-241)

Internationalization therefore is not only one dimension, it is a more complex issue that includes subjects to be taught in English, student exchange programs, learning English and other requirements that are

¹² *Ibidem.*

intended for students to reach not only general learning outcomes but specific ones for each dimension as well. Measuring these outcomes may happen to be a more complex process taking into consideration that subject of evaluation would not be the learning outcomes of students only but it would incorporate analysis and evaluation of curricula of the study programs, organization and management of those study programs and third parties evaluation or surveys with third parties to measure the level of satisfaction with these study programs whose language of instruction is English (Coleman, 2006, 11).

The number of students who have chosen to study outside their native country has now reached 2,5 million and that in the future it is predicted that this number will increase to beyond 7 million students (Dooley, 2006). Universities and other academic systems have developed many strategies to benefit from this phenomenon called Internationalization. Therefore, in many universities in countries where English is a foreign language have opened study programs that are taught in English to attract international students. Similarly, many universities with an aim to benefit from such opportunities have started to develop partnerships with other universities in the world to jointly prepare offers for study programs taught in English. There are also many other universities in the world that have decided to internationalize their study programs by outsourcing study programs in different countries of the world as branch universities/ faculties/ study programs taught in English, franchising / licencing other universities are some examples of strategies for internationalization of higher education in the world (Dooley, 2006).

The most important thing is that almost all countries have accorded their higher education laws to the EU laws in order for them to be able to offer such study programs and issue joint diplomas so that they can attract as many international students as possible (Dooley, 2006).

The most frequent movements of students are from Asia to USA, Canada, Europe, and Australia. Having in mind that studying in those

countries such as USA, Canada, Europe and Australia is expensive it can be concluded that only rich families benefit from the internationalization or the global higher education. And if this trend continued that would mean that this would cause a disbalance in distribution of wealth and talent. Therefore, a huge challenge for higher education including less developed countries will be to enable access to such higher education to all students regardless of their financial or social background. One way to enable access to internationalization for all students is to bring internationalization to all countries of the world. And that is already happening. For instance, there are many universities in the Balkans that have already started offering such study programs either individually or as Joint Study Programs. This is carried out through international cooperation of different universities, which in Europe developed after the Bologna Process and Lisbon Strategy were signed. As for Balkans this kind of cooperation is in process although it is not developed enough and it is still limited in terms of student exchange and cooperation among Higher Education Institutions (Vukasović et al, 2009). Nevertheless, what is the most important thing for international students is that the fees in universities in the Balkans are far cheaper than in universities in USA, Europe, Canada or Australia.

Therefore in the universities in the Balkans in most cases the internationalization is carried out through Joint Study Programs by adapting common curricula and inter-university cooperation. This phenomenon enables engagement of more international professors in different universities in the Balkans and enables graduates of such Joint Study Programs to create their successful careers.

The largest number of students that graduate in such Joint Study Programs in Europe is in Great Britain (Scotland) with more than 10%, then Austria with 5-7%, Bosnia and Hercegovina, Luxemburg, Kazakhstan and Spain with 2.5-5%.¹³

13 <http://eacea.ec.europa.eu/education/eurydice>, 2012

Internationalization of higher education gives comparative advantage to those students who study in such programs as international business values the graduates from such programs more. They anticipate that the graduates from such programs have developed different knowledge, skills and views having in mind the mixture of various backgrounds cultures, social, nations, etc. This phenomenon in their opinion develops people with global views and knowledge that can develop their business internationally. This makes business community an active party in the development of internationalization by investing in such programs. If such programs are to be offered in their own native state then those programs for sure need to incorporate similar curricula and features as in the study programs outside their native country. The international component should be part of those study programs taught in English without neglecting the local component.¹⁴

Considering the above can be concluded that the development of internationalization and the people's need to cooperate in bigger scales enabled the spread of English worldwide. This need is in fact an opportunity for universities to create new strategies to grasp internationalization as a phenomenon that would help them in attracting foreign students. As a result this imposes an increase of study programs taught in English.

As we may see in one way or the other English as a lingua franca contributes to internationalization of higher education in the world. This phenomenon contributed to the development of the higher education as a profitable business due to the increased mobility of both students and professors in various universities in the world, in particular to EU countries, USA, Canada and Australia. This makes the higher education environment a very dynamic and rising industry. This paves the way to English to become the most important language in the world.

Methodology, research questions and hypotheses

From the background on the current situation in the Higher Education in Macedonia and all the undertaken activities by the governmental or HEIs' officials to reform the higher education in Macedonia and bring it closer to EU policies and regulations for European Higher Education Area leads to two interesting questions with regards to internationalization of HE in Macedonia. The first one is what actions has the government of Macedonia undertaken to internationalize and induce Universities in Macedonia to internationalize and with this align higher education area in Macedonia with that in EU. The second question is what actions have universities in Macedonia undertaken to internationalize and how they are dealing with challenges to internationalize. To explore these two questions three hypotheses were drafted and tested through surveying documents and conducting interviews with university officials, in particular with South East European University officials since the main focus of this research is placed on SEE University Tetovo.

Hypothesis 1 was that the Republic of Macedonia striving to become an EU member would place an emphasis to internationalization of higher education. This would help Macedonia align higher education policies to EU policies on higher education, especially to Bologna Process.

Hypothesis 2 was that the internationalization of higher education in Macedonia is a necessity since universities tend to compete for students not only locally but also regionally and internationally, so that they maintain their financial sustainability in the times when the government of Macedonia is reducing its financial support for universities and at the same time is trying to increase the quality of higher education.

Hypothesis 3 was that South East European University in Tetovo being founded by the International community is trying to maintain its international character by internationalizing its study programs at the time when the University is faced with unloyal competition in the higher education market in Macedonia and adjusting to frequently changing laws on higher education in Macedonia.

To test the above mentioned hypotheses several interviews with higher education officials in Macedonia were conducted and in addition to that secondary databases regarding the activities of the Macedonian government and universities in Macedonia were scrutinized.

Results from the above mentioned actions were incorporated in the research paper as per the context and necessity.

Internationalization of Higher Education in the Republic of Macedonia

In the universities in the Republic of Macedonia the Internationalization is carried out through Joint Study Programs in most cases in the Master level. This kind of cooperation is carried out in the frame of TEMPUS programs and through participation of the Republic of Macedonia in CEEPUS program. TEMPUS had a huge impact in the development of the cooperation among universities in Macedonia, region and EU. Moreover, TEMPUS helps the internationalization of the higher education in Macedonia especially through Joint Study Programs with EU universities (Biliq-Sotirovska & Krakutovska, 2010, 2-9). Through CEEPUS students can continue their studies for a short period of time in universities outside Macedonia that is in EU universities. These opportunities are designed to strengthen the professional cooperation and relationship among EU students.

Universities in Macedonia are required to periodically revise the study programs to adjust them to higher standards and accord them to national criteria and Bologna Process. According to the Higher Education Law of year 2008 in the Republic of Macedonia universities should take into consideration the European dimension and EU goals. This aims to create more attractive study programs so that Republic of Macedonia becomes part of the European knowledge society (Biliq-Sotirovska & Krakutovska, 2010, 2-9).

In addition, the Law on Higher Education of the year 2008

recognizes and enforces the usage of English in all levels of education in in the Republic of Macedonia. Higher Education Institutions are required to develop modules, subjects and study programs with European content, orientation and organization (Biliq-Sotirovska & Krakutovska, 2010, 2-9). Furthermore, the new Higher Education Law¹⁵ embedded the knowledge of English as a criterion for appointments and reappointments of academic staff at universities in Macedonia as well as allows study programs in English and it requires postgraduate and doctoral students to defend their thesis in English.¹⁶ Furthermore, the Law allows international staff to take up managerial positions in universities in Macedonia such as Rectors' positions, Deans' positions etc. In addition, the Law allows international universities to run higher education activities with prior agreement of the Republic of Macedonia with the state of origin of the interested university to outsource in Macedonia.¹⁷

There is a general view among academicians and business people in Macedonia that the internationalization of higher education through cooperation of universities in Macedonia with those in EU, USA or elsewhere in the world can increase the quality of higher education. Professors Dennis Farrington¹⁸ and Andrew Goodspeed¹⁹, as well as one representative of the business sector in Macedonia Mr. Menderes Kuqi²⁰ emphasized the need for the Government of Macedonia to engage international experts

15 Law on Higher Education 2014– Republic of Macedonia Articles 24, 65, 70, 99, 100, 103 Закон за дополнување на Законот за високото образование („Службен весник на Република Македонија“ бр. 130/2014): Закон за изменување и дополнување на Законот за високото образование („Службен весник на Република Македонија“ бр. 10/2015):

16 *Law on Higher Education – Republic of Macedonia Article 103*

17 Law on Higher Education – Republic of Macedonia Articles 24, 65, 70, 99, 100, 103 Закон за дополнување на Законот за високото образование („Службен весник на Република Македонија“ бр. 130/2014): Закон за изменување и дополнување на Законот за високото образование („Службен весник на Република Македонија“ бр. 10/2015):

18 *The President of South East European University Board in Tetovo see Appendix 1*

19 *The Provost at SEE University Tetovo see Appendix 2*

20 *The President of the Business Chamber of the Northwest Macedonia see Appendix 3*

as well as business community experts in helping them write a solid and a sustainable Law on Higher Education in Macedonia that would include the international character of higher education in Macedonia as well as the business sector need. Moreover, they said that Higher Education Institutions in Macedonia have to find the way to attract the best ranking universities in the world to cooperate with them so that they can increase the quality of higher education in Macedonia and produce better quality graduates that would meet the needs of the society and the business sector. Therefore, according to them, all efforts should be focused on increasing the investments in internationalization of higher education in Macedonia although the benefits sometimes might be indirect. The indirect benefits might occur through the general economic, social and political life in the country.

The Internationalization of higher education at South East European University – Tetovo

The research conducted at SEE University in Tetovo shows that the University top management considers that the Internationalization of higher education in the Republic of Macedonia is in fact the future of the higher education in the Republic of Macedonia.²¹

In many higher education forums professors and managers do talk about internationalizing study programs, students and their staff in their universities, sharing of resources internationally, but these things do not really happen in practice in Macedonia.²² The government of the Republic of Macedonia has limited resources to enable real internationalization in the universities in the Republic of Macedonia, or to do research outside Macedonia or to publish research papers etc.

21 Appendix 1 – Interview with Dennis Farrington, President of the SEE University Board and Appendix 2 – Interview with Andrew Goodspeed, SEE University Provost

22 Appendix 2 – Interview with Andrew Goodspeed, SEE University Provost

Unfortunately, a lot of internationalization in HE in Macedonia is in name only. The only public University in Macedonia which has developed international links is the University of Snt. Cyril and Methodius in Skopje, whereas at SEE University internationalization is being developed through EU mobility programs and the engagement of a few international staff in teaching and management of SEEU as well as involvement of professors from other foreign universities who come to evaluate the curricula and the programs.

²³ For example Law Faculty at SEEU have professors from University of Zagreb, then CST foreign professors from Indiana University Purdue University Indianapolis in the USA. SEEU has long standing relationships with Indiana University from its opening.

‘Furthermore, SEEU has various programs and cooperation with universities in Europe over the years. SEEU has a lot of Memoranda of Understanding although in practice is relatively limited. However, another SEEU activity to internationalize is the link of SEEU with German universities in developing integrated studies with Business Sector in Macedonia. Students are able to participate in visits to universities in Germany. For example, a group of students visited BMW which entered into this project. So, internationalization at SEEU tends to be mobility and the involvement of foreign professors in evaluating SEEU curricula. SEEU has international degree with London University in the Business Faculty. This is a dual program. There is another dual program European studies which is in the Faculty of PAPS. It has passed accreditation in Macedonia but it is still waiting for accreditation in Slovenia. This will be a genuine dual degree program’²⁴

In continuation professor Farrington said that right from the very beginning SEEU has had international involvement starting with OSCE

²³ Appendix 1 - Interview with Dennis Farrington, President of SEE University Board

²⁴ *Ibidem*

and Council of Europe working together before the SEEU was founded. And the OSCE High Commissioner for minorities has interest in preserving the international character of SEEU. In December 2014 there was a meeting between the President of the SEEU Board and the High Commissioner where they have discussed the continuous drop in enrolment of Macedonian Speakers students and also Albanian speakers students although not same as the number of Macedonian speakers students, then the overall political situation in Macedonia which is not good, then disperse studies in every part of Macedonia and high student enrolments at State University of Tetova. The conclusion from that meeting was that they both encourage Macedonia to get closer to EU since they think that Macedonia was closer to EU before.²⁵

According to professor Farrington the continuous drop in enrollment at SEEU over the last 4-5 years is due to the unloyal competition that is caused by uncontrolled enrollment at state universities and the dispersion of studies to every city of Macedonia. Furthermore, he also mentioned the tuition fee at SEEU which is higher than in state universities as a factor that hinders regular enrollment at SEEU. On the other hand the international community has decreased donations for the SEEU. Therefore, there are negotiations with the government to get some state funding for the SEEU. The President of SEEU Board said that they were negotiating with the Macedonian Government to get 10% of SEEU annual income which is around 500,000 euros. The Government has promised to give this amount based on predetermined criteria how to spend this money. The Government also say that they want to increase this amount to 20% or even 50% of SEEU annual income. Professor Farrington compared the funding system of UK and here in Macedonia, as he wanted SEEU to be treated similarly as some private universities in UK are treated by the Government. In UK for instance private universities are not treated as

²⁵ *Ibidem*

public nor get funding as public, but they get funding for teaching in some faculties such as engineering, and other technical sciences, but not for Arts. So, he said that he would want to have a status for the SEEU similar to those universities in UK, private body but with state funding. The only difference would be the level of tuition fees. In UK the tuition fees are lower than in SEEU if they are compared to the level of income in individual families in Macedonia to the level of income in UK which in Macedonia is much lower than in UK. The near SEEU comes to the state funding the less it will rely on tuition fees. So, there is a sort of balance if the government gives 2 million euros to SEEU it will lower the tuition fees to that level so that it maintains the same number of students and probably increase the state funding for SEEU. The finance is keeping students away from SEEU. So, if a similar model as it exists in England is applied here then all universities in Macedonia should follow the same principles, so that they all become private public partnerships. This can not be applied if here exists the concept of state universities same as it was before. SEEU tends towards becoming public, but not state university. The difference is that state universities are managed by the state, whereas public ones are funded by the state but not managed by the state. If the government supports SEEU financially with 50% of the income than they will be represented in SEEU governing body. The Minister would appoint one or two members in the SEEU Board but SEEU wants to maintain as long as possible the international membership of the governing body. And the President of the SEEU Board thinks that this model would increase internationalization at SEEU since then there will be no problems with finances. The international community has in a way decreased the funding although in the past SEEU received a lot of international funding. There is 25 million worth assets of this University and professor Farrington is the only surviving member of that international body. He considers himself a trustee and has a moral obligation towards this University. There is no way of state taking over this institution without prior not delivering

the huge amount of money to the owner of this university, that is to the Foundation. But, as the professor Farrington said this is not the intention of either side since it is not to their interest. SEEU wants to retain its international character. In a way it is a sort of guarantee for quality and long term sustainability.

According to professor Farrington the government does not have a clear strategy for higher education in Macedonia. That is why they keep changing the law on higher education. And, therefore he had suggested to the government officials to bring in some international expertise to look at the ways of improving higher education in Macedonia. Every country in the region had done that and Macedonia was the only country which did not consult international expertise about devising a strategy or law on higher education in Macedonia. Slovenia for instance over the last 25 years has had a lot of international input on higher education laws and strategies and Quality Assurance Systems. In early 90's Macedonia started to adjust the higher education laws and policies with international standards and conventions. The Council of Europe has continuously rejected Macedonia, due to continuous failure of Macedonia to provide higher education at international standards and especially higher education for minorities. This continued till 2000 when OSCE and the Council of Europe convinced the authorities in Macedonia to allow teaching in higher education in the Albanian language. And that is how SEEU was founded.²⁶

However, the latest changes in the new law on higher education in Macedonia moves Macedonia backwards, says Professor Farrington. The efforts of international community and himself to contribute towards better higher education by involving experts from abroad (Council of Europe) obviously did not produce any results. Furthermore, the recent Law on higher education mismatches with the efforts of EU and the Bologna Process to align higher education in Europe. According to him this Law

²⁶ *Ibidem*

will affect the mobility of students from and to Macedonia. 'It slightly liberalizes the hiring of internationals to leading university position such Rectors, Deans Directors etc. The suggestion of SEEU Board was to have internationals on that Accreditation Board that the Government wants to create. The Law is out of line with the European Union Policies on higher education. Moreover, requesting teaching staff to publish in web of science is discriminatory since the Albanians did not have the same opportunities as Macedonians in the past and therefore they would not be able to comply with the Law in the same degree. When Tetovo University was founded and SEEU as well most of the teaching staff were hired from Kosovo, Albania and UKIM in Macedonia. And therefore this Law is discriminatory and will be for another ten years. Now, it is the best time that the Government says that we want to improve the higher education and we revealed an idea which was rejected in the public so why don't we bring in a team of experts to help with devising a qualitative law on higher education which is acceptable in Europe and the people in Macedonia. Council of Europe is able to do that, UAE is able to do that, EUA has many projects on Autonomy, quality systems and quality assurance. At this moment it is involved in big projects in Ukraine, Armenia, Moldova of which Professor Farrington is the external advisor of this project. There are a lot of experts in the Council of Europe and EUA who they know what they are talking about when they talk about higher education and university autonomy. So, a smaller team of such experts can come along to Macedonia and talk to the officials, Ministers, Rectors, professors, students, people and who ever they want to talk to so that they can come up with ideas for new Law on higher education. This is what Professor Farrington had suggested to the Government of Macedonia and they have said that they would think about it. All they need to do is to ask the Council of Europe for help and they will accept and in two three months they will create a team of experts and people who have had good experince from other countries such as Ukraine. Instead of state examination have a Quality Assurance System

with independent people on it including internationals' says professor Farrington. He would like Macedonian universities to be at 500 top best world universities but with laws like the recent one, by being introverted they won't manage and they must follow international trends. Farrington had talked to the High Commissioner for Minority Issues and they had both tried to persuade the Macedonian Government to do something and the answer is that it is impossible to persuade them to do anything. They were disappointed by the Macedonian Government answers and the European Union is as well disappointed²⁷.

All of the above mentioned obstacles and unwillingness of the Macedonian Government to reform the higher education in line with European standards for higher education are in a way refraining higher education in Macedonia to internationalize. The Law will make it harder for international students to enrol at Macedonian Universities due to entrance exams and external exams that the law endorses. This is a step backwards and getting away from internationalization of higher education in Macedonia.

As regards the internationalization at SEEU in the present there is a project with Turkish students who enrolled faculty of Law at SEEU and it is working now.

In the future SEEU could sign agreements with international universities to bring in professors for a short time of period to teach. They won't expect big salaries since they would get their salaries from where they come from, only some extra money for the extra work, travel, accommodation and so on.

As regards English professor Farrington has urged the Government to incorporate English in certain disciplines maybe not in every discipline as Macedonia is trying to be closer to European Union then they need to push the English language.

²⁷ *Ibidem*

As for SEEU preparing staff to teach in English requires funds since professors need to go abroad to English speaking countries for a longer period like one or two years to prepare, so that they can come back to be included in study programs that are taught in English. "This is expensive of course. This requires big funding not only travelling scholarships, this is not what we need. We encourage staff to go abroad and come back but some some decide not to." said professor Farrington. In the same line, professor Goodspeed said that the study programs in English have their cost as well by hiring international staff and train SEEU staff to increase their linguistic ability to teach in English. In addition, he said that SEEU efforts to quality assurance processes bear another cost for the SEEU, although such processes help SEEU internationalize the environments by complying with international standards.

'SEEU will seek money from the companies and that is going on now with some companies which provide scholarship for students in integrated study programs taught in English. At SEEU in the future the study programs that will be offered purely in English will be in Master and PhD level. If SEEU can afford bringing in foreign professors will do that. There must be plans and funding in place so that such programs be developed'²⁸.

'SEE University in Tetovo has done its best to increase the number of foreign professors and to support local professors to study abroad, to do research abroad and to publish their research papers in international journals. Regardless of its efforts to be part of these trends the financial resources are still the main obstacle to do this successfully. It is certain that there is a lack of regional awareness of what international standards really are for instance SEEU offers three year degree studies which is in full compliance with Bologna, but there are many cases when students graduate in these programs and they go out to the job market and the

28 *Appendix 1- Interview with Dennis Farrington, the President of the SEEU Board*

job market requires four year degrees which is not in any sense required by Bologna process so SEEU is in compliance with Bologna Process but people do not really know what Bologna Process really represents' said professor Goodspeed²⁹.

Another aspect of internationalization is the opportunity it creates to attract financial resources from the enrolment of international students into higher education institutions in Macedonia. According to professor Goodspeed internationalization generates resources and it also requires resources. For instance the agreement with Ljubljana University brings talent to SEEU, it brings diverse student body, it makes SEEU more attractive for both students from Macedonia and abroad. One such program is the Business Informatics program with LSE, but it also costs to have quality assurance programs for instance Heather Hanshaw³⁰ runs the teacher observation scheme at SEE University Tetova, but it takes a lot of time to achieve international standards.

In terms of study programs in English at SEEU there are components of computer programs that are run exclusively in English such as Business Informatics is run exclusively in English, obviously the English degree in LCC Faculty is exclusively in English, the difficulty would also be that SEEU has accredited such programs in English that it hasn't run them yet.

In terms of number of study programs taught in English the President of the Board, the Rector and the Provost are pursuing a policy of increasing the study programs in English for several reasons:

SEEU has found that it helps promote the multicultural aspect of the University in the sense that when Albanian students are studying in English or Macedonian in English they do not need to attend classes in their native language since English for both nationalities is a foreign language which is easier to integrate classes and this has less resource

²⁹ Appendix 2 – Interview with Andrew Goodspeed, SEEU Provost

³⁰ Heather Henshaw, Quality Advisor at SEEU Tetovo

implications, since if you teach a course in English you do not need to have two people to teach that course one in Macedonian and one in Albanian. In addition offering such courses and programs in English makes SEEU more competitive internationally.

Study programs in English help promoting multicultural studies by offering programs in English, since all students regardless of their ethnic background will hear lectures in English only and will be placed in the same classroom. These programs can bring even closer the ethnicities in Macedonia. Offering programs in English enables international professors come to Macedonia to teach since they do not speak neither Macedonian nor Albanian. International students are aware of English programs at SEEU especially from the region in particular from Kosovo who opt to study in English rather than in Albanian in order for them to be more competitive when they get back to Kosovo. There were some Indian students who visited SEEU through Kelley School of Business of Indiana University and who were interested in studying at SEEU.

The difficulty to internationalize or to offer study programs in English at SEEU is the lack of professors who speak English in some particular faculties, that is that some senior professors at SEEU cannot speak English. They may be wonderful people and good professors or have good managerial skills but unfortunately they do not speak English. Therefore, it is a problem which SEEU might face when it considers opening study programs in English. Basically, SEEU is at the maximum that it can offer due to small number of professors who speak English. For instance, in the Faculty of LAW students who study Law tend to stay in the country and non of foreign students will come to study Law or PA here since they can not use it abroad. However, other programs such as computers or engineering can run in English and can attract foreign students.

Programs in English can also save money since they do not require two teachers to lecture in Albanian or Macedonian. Then you can bring

international professors to teach in English. The difficulty is that SEEU needs to identify extra staff who can teach in English, so it could create good study programs in English with local professors who speak English.³¹

Promotions about international programs can bring international students, which thing can generate resources.

In terms of value that the study programs taught in English bring to the Business Community in Macedonia such programs generate graduates who can work in the playfield with various business partners from all around the world, whereas programs in Albanian and Macedonian produce graduates who are trapped in Macedonia, said professor Goodspeed.

‘Businesses in Macedonia have to internationalize and the time when Macedonia had only local small shops has long gone. Business has to expand beyond the state boundaries. Ecolog is giving scholarships for students to study in English so they could be able to deal with international partners. Graduates from Computer Science can work for any California Company without even being there physically. Therefore these pegrams generate employess who can work everywhere or contribute to the companies in Macedonia in making international business agreements.’³²

According to professor Goodspeed internationalization for SEEU means an opportunity for SEEU to create Joint Study Programs with foreign universities such as universities from EU and USA in most cases, especially with those universities that are ranked high in the Ranking List of World Universities. In addition, he said that SEEU would not not bring much to the table for Harvard University which has got the best reputaition in the world, but may not necessarily have a partner here in the Balkans, or any other university which is ranked high and if SEEU makes an effort to make the link with them it would be the junior partner. But, if SEEU were to approach a good university such as Harvard, MIT, and create a system

31 Appendix 2 – Interview with SEEU Provost

32 Appendix 2 – Interview with Andrew Goodspeed, SEE University Provost

whereby they would be interested in Balkan Politics, Balkan Languages, Balkan Cultural Studies it may have institutional arrangements whereby some of its best students can go there for a term, some of their students could come here for a term that is the most that SEEU could offer for them, but realistically SEEU cannot compete with the top 100 universities in the world. SEEU may be attractive in other way for instance studying in Harvard could cost around 40000 dollars for SEEU it is about 1500-2000 euros. Locally that is a huge amount of money people have to make a lot of sacrifice to make that money, but for the people who are in the diaspora Germany, Sweden the USA that is nothing and so SEEU can offer substantially discount at their education for people who want good education but can't afford Harvard.

‘Once Harvard has its partner here it will not work with anyone else so SEEU needs to be amongst the first to make institutional arrangements with famous universities of the world. This kind of institutional arrangement is going to happen in the forthcoming years so SEEU avoids being a local university, that is to act locally, but instead SEEU needs to come up with ideas to bring the best world universities here. One more thing about the attractiveness of the institutional arrangements with the top world universities is that to study at such universities is very expensive whereas if SEEU has institutional arrangements with them then we can offer cheaper joint study programs and this could attract international students.’³³

Eventually, the University's Self-Evaluation Report for 2011-12 indicates that “The University is continuing with its commitment to internationalization. Growing numbers of courses are taught through the medium of the English language, although the University intends to increase further this Anglophone teaching. International staff make a valuable contribution to the diversity of SEEU's academic programs, and

33 *Ibidem*

bring outside academic expertise to Tetovo from the United Kingdom, the United States, Ireland, Albania, and other nations. Students from around the region also contribute to the quality of life and scholarship at SEEU, as they bring with them the different approaches and backgrounds from regional neighbours, and from the wider diaspora communities farther abroad. SEEU has also seen an increase in the number of local staff members who have obtained MA or PhD degrees abroad, and have returned to bring their new expertise back.” (Self Evaluation Report, p.3)

34

The Quality Champions who visited SEEU in 2014 were able to recognise this commitment very clearly in much of the University’s current work. However, the Rector and senior staff accepted that fierce competition for students and staff alike had meant that the option of offering modules (let alone complete programmes) in multiple languages simultaneously was difficult to achieve. Concerns were expressed to the QCs (especially by students in BE) that they had been led to believe that the whole of their programme would be conducted in the English language but that this had not been the case, due to staff secondments in some fields and the more general unavailability of English-speaking staff in others.³⁵

Recognising that the quality of the campus infrastructure (which had previously been a distinctive strength of the University’s offer to students) was no longer a sufficient differentiator so far as local students were concerned since the new campus of the (public) University of Tetovo had been completed, the QCs would recommend that continued attention be paid to the University’s original, international aims as its most distinctive feature within Macedonia and the Western Balkans region.³⁶

This has a number of implications for the role and status of language

34 Report of the Quality Champions Steve Bristow and Frances Owen on the Quality Review of two Faculties BE and LCC at SEEU

35 Ibidem

36 ibidem

teaching within the University, for the comparability of staff workloads and remuneration both internally and in comparison with other institutions, for the availability of learning resource materials through languages other than Albanian and Macedonian - especially English and German, for the intensification of partnerships with foreign universities - both directly and through Erasmus+ and similar projects, wherever possible.³⁷

In terms of long term planning professor Goodspeed says that SEEU has identified and recognized internationalization as top priority and that his feeling is that if SEEU stays a local university it will not get anywhere. On his view the future of higher education is highly linked with formal and informal arrangements which need to be made in the Balkans in the next five to seven years because once the Harvard has its partner here they don't need two.

As regards the number of study programs whose language of instruction is English SEE University according to the data provided by the Academic Planning Office at SEEU Tetovo they are increasing over the years. Such study programs are organized in cooperation with other universities in EU and USA. In most cases those study programs are either integrated (offered in cooperation with the business sector in Macedonia) or Joint Study Programs with other universities in EU or USA. These study programs at SEEU are offered at all cycles of studies undergraduate, graduate and PhD. Study programs whose language of instruction is English are attractive not only for foreign students, but also for domestic ones. Below are shown percentage of student enrolments per Academic Year³⁸:

| | |
|--------------------------|------|
| Academic Year 2010/ 2011 | 5 % |
| Academic Year 2011/ 2012 | 9 % |
| Academic Year 2012/ 2013 | 15 % |
| Academic Year 2013/ 2014 | 25 % |
| Academic Year 2014/ 2015 | 24 % |

³⁷ *ibidem*

³⁸ *Data provided by the Academic Planning Office at SEEU (Abaz Selmani, Director)*

As it was mentioned above these study programs are envisaged and offered by the universities to generate resources. In this respect, the impact of study programs whose language of instruction is English at SEE

University budget is as follows:

| | |
|--------------------------|-------|
| Academic Year 2010/ 2011 | 4 % |
| Academic Year 2011/ 2012 | 6.6 % |
| Academic Year 2012/ 2013 | 10 % |
| Academic Year 2013/2014 | 25 % |
| Academic Year 2014/2015 | 24 % |

From the above given data it is clear that the number of students in these study programs at SEEU have a rising trend and also the impact of such programs in the SEEU budget is in rising trend as well.

SEEU Tetovo is among the first universities in Macedonia to offer integrated study programs taught in English and in collaboration with the business sector in Macedonia with 50% teaching theory and 50% professional engagement in the companies in Macedonia. These companies are directly involved in selecting students in the application process and they cover in full the tuition fees for the students. Moreover, they guarantee that the students will get employment with those companies right after their graduation. One of those integrated study programs is organized by the Computer Science Faculty at SEEU Tetovo, where 75 students are expected to enrol. The companies will cover all the study expenses and will offer practicum for them.

The amount of money that is expected to be poured into SEEU budget from these study programs is 450000 Euros. Those students have enrolled the following study programs: ³⁹

Contemporary Bank Management
Contemporary Enterprise Management
Applied Informatics for IT companies

39 Competition for students enrolment at SEEU in the Academic Year 2013/ 2014 according to studies per study cycle

In addition, SEEU Tetovo for over three years is in the process of providing double degree study programs⁴⁰ with the University of London in the field of Information Systems Management where 25 students have been enrolled. Double degree study cycles are offered in the frame of the curricula of Business and Economy Faculty at SEEU and it is important to mention that students who graduate at these study programs get double degrees, one from University of London and one from SEE University in Tetovo. Studying in a double degree study program at SEEU envisages special regime such as students taking exams concurrently in both study program (both partner universities). There should be clear that the difference between a double degree study program and Joint Study Program is that in Joint Study Programs students are expected to spend a semester in the partner university, whereas in a double degree study program students are not expected to be mobile and spend any semester in the partner university but to take exams at both study programs. And the integrated study programs are programs that involve the business sector in the partnership with two universities and the business sector plays an important role in supporting students with scholarships and in the application process the students are selected by their future employers.

As it was mentioned above SEE University besides offering undergraduate studies in English it offers Master studies as well, such as MBA in cooperation with Kelly School of Business in Indiana University in the USA. Students who graduate at these programs get degrees from SEEU and a certificate for specialist from Kelly School of Business. On line courses for a whole semester are offered by professors from Kelly School of Business through Kelly Direct online program.⁴¹

There is also another Joint Study Program of Public Administration

40 Double degree program –students are issued two degrees when they graduate from these programs

41 Competition for students enrolment at SEEU in the Academic Year 2013/ 2014 according to studies per study cycle

faculty at SEEU Tetovo which is carried out in cooperation with Ljubljana University in Slovenia. The degree that is provided to students is recognized by both states Macedonia and Slovenia. Furthermore, it is worth mentioning the study program in the field of Political Science called Civil Society Development. SEEU is expecting to raise its revenues by being partner in such study programs that are offered in cooperation with other universities from abroad.

From third cycle studies taught in English at SEEU there are some study programs in the Business and Economics and Computer Science and Technologies faculties, such as Business Administration and Economics in the department of Business and Economics faculty and the study program Technologies in the faculty of Computer Science and Technologies.⁴²

The Internationalization of higher education at Ss. Cyril and Methodius University in Skopje

As regards the Ss. Cyril and Methodius University in Skopje it develops study programs that are taught in Macedonian language and Joint Study Programs that are taught in English in all three study cycles undergraduate, graduate and PhD. These study programs are offered nationally and internationally since Ss. Cyril and Methodius University in Skopje takes part in mobility projects of EU students and staff mobility programs and induces its staff and students to take active part in such EU projects.

Having in mind that Ss. Cyril and Methodius University in Skopje has been involved in international cooperation for a longer period now it lists some of the ongoing Joint Study Graduate Study program on Software Engineering with the University of Novi Sad, Serbia, De Montfort University - Leicester, UK and are have been working on other study programs with Bilbao University, Spain, University of Nish, Serbia, University of Humboldt

⁴² *Ibidem*

in Berlin, Germany, University of Belgrade, Serbia as well as it has engaged experts from the field from Timisoara, Romania and Bulgaria.

Then it offers second cycle study programs in the field of Statistics Methods for Business Economy of the Faculty of Economics in cooperation with University of Novi Sad, Serbia and has been working on creating new study programs with University of Rome, Carlos 3 in Madrid and other universities in EU in the field of Literature, Languages, Forestry Policies, etc.

Besides offering second cycle study programs Ss. Cyril and Methodius University in Skopje offers joint study programs at undergraduate level such as E-Business of the Faculty of Economics in cooperation with the faculty of Electrical Engineering and Information Technology Sciences in Skopje and universities in Netherland, Belgium, France, then the study program Natural Resources and Environment Engineering with University of Firenca, Italy, and domestic faculties of Building Engineering, Mechanical and Machinery Engineering, and the Technology and Metallurgy Faculty in Ss. Cyril and Methodius University in Skopje.

Furthermore, Ss. Cyril and Methodius University in Skopje organizes Joint Study Programs in the third study cycle in the field of engineering within the faculty of Building Engineering and the Institute for Earthquakes Engineering and Seismology Engineering in cooperation with universities in Germany, Serbia, Bosnia and Herzegovina, Albania, Kosovo, and Monte Negro.

The Internationalization of higher education at University of Information Science and Technology “St. Paul the Apostole” in Ohrid

The University of Information Science and Technology “St. Paul The Apostole” – UIST in Ohrid has engaged in teaching international professors from Great Britain, Italy, Israel, Iran, Ukraine, France, USA, Turkey, Greece and from other countries as well. These professors hold classes on site and online combined. Then besides international teaching staff there are also international students who come on exchange programs. One group of

40 students from USA spent a semester at this University. However, there are also professors and students from this University who have spent a semester in USA universities in the exchange programs, especially the exchange program with the University of Norwich in Vermont-USA. UIST professors and students have had many opportunities to also work on various higher education projects such as Cyber Defense trainings and research, Cyber Warfare, Range etc.

The Internationalization of higher education at St. Clement of Ohrid in Bitola

The University of Saint St. Clement of Ohrid in Bitola is trying to pursue international co-operation with other universities in the world at the same level as the other universities in Macedonia. So far they have signed 43 bilateral and multilateral agreements with international universities in the field of project development. Until 2012 it took part in 11 TEMPUS projects as well as in ERASMUS Action 2 Program. It takes active part in mobility exchange programs BASILEUS and EM2 STEM with European universities (Entrepreneurship and trainings in Management in Science, Technology, Engineering, and Mathematics). Then it takes active part in ERASMUS Life Long Learning projects as well and has signed eleven Memorandums of Understanding with other universities who take part in CEEPUS nets of cooperation and it has taken part in three research projects in FP-7 programs. The University of Saint St. Clement of Ohrid in Bitola has as well established good cooperation with universities in Albania and Greece.

It is important to mention that all the above mentioned universities are in the process of expanding their cooperation with international universities to expand the number of Joint Study Programs taught in English.

In conclusion, it is important to internationalize not only to generate financial income, but also to increase the quality of higher education in Macedonia.

Findings

The preliminary analysis of the data provided the following evidence for all three hypotheses:

The main conclusion is that Republic of Macedonia has revised its Law on Higher Education from 2008 to allow mobility programs and Joint Study Programs with other international universities. However, the impression of higher education representatives in Macedonia is that Macedonia is going to do a step backwards in terms of internationalization of its higher education if the recent change on Law on Higher Education is endorsed.⁴³

It can be concluded that internationalization of higher education in the universities in Macedonia is a good opportunity for universities to internationalize and diversify their student body, diversify income (generate new income), increase the quality of higher education by cooperating with other international universities in the professors and students exchange programs.

Internationalization proves to be a good opportunity to increase the quality of higher education in Macedonia, especially having in mind that internationalization has helped Anglophone universities to reach the top on the list of the best universities in the world and some other universities in EU which after converting the language of instruction in some study programs into English went up the scale in the WRLU.

Internationalization in Macedonia is carried out through EU mobility programs and Joint Study Programs. There are efforts in some universities like Ss Cyril and Methodious and SEE University in Tetovo to offer study programs in English in more scientific fields in cooperation with the business sector in Macedonia and one or two international universities. This shows that the internationalization of higher education

43 The Law on Higher Education which was endorsed in the Parliament in 2015 was postponed due to the protests of professors and students

in the Republic of Macedonia may increase the quality of higher education and may eventually become an important source of income for the universities in the Republic of Macedonia. Actually, for Ss Cyril and Methodious and SEE University in Tetovo internationalization is a priority.

Republic of Macedonia is the only country in the region which has not asked for international expertise to help with drafting a Law on Higher Education that can be sustainable and allow qualitative studies for the students in Macedonia and other international students. This may be the reason for Macedonia to change the Law many times which created frustration and rejection in the higher education in Macedonia.

With regard to SEEU it has experienced continuous drop in enrollment in recent years however efforts to internationalize have also been continuous and has successfully developed many international study programs with other universities in EU and USA.

Amidst fierce competition and controversial changing laws on higher education in Macedonia SEEU has managed to maintain its international character. It has developed some very important links with international universities in EU and USA. It has also developed some integrated programs with some international universities and companies in Germany and the business sector in Macedonia. It has developed some dual degree study programs with international universities in EU. Eventually, the trend of the international study programs at SEEU is rising.

Discussion

It is important to take into consideration the limitations of this research paper. For example, the research paper consists of analysis of the secondary databases only and two interviews of SEE University in Tetovo officials, that is the President of the SEE University Board and SEE University Provost and one interview with a business person in Macedonia, that is the President of Economic Chamber of North West Macedonia. However, no other officials from other universities in Macedonia were interviewed.

It is intriguing that governmental officials and university officials in Macedonia have different views and perceptions on the law in particular the part where the law as mentioned above takes the Higher Education in Macedonia away from the Bologna Process and EU policies on higher education. Then, in terms of resolving this 'dispute' or disagreement between university officials and the government of Macedonia in terms of the Law the universities in Macedonia are proposing to develop a transparent and qualitative process so that they come up with a new law on higher education. They also propose to involve in the process all relevant factors – students, university representatives, Macedonian Academy of Arts and Sciences, government representatives and international experts.⁴⁴ The latter would help Macedonian government to bring a law pursuant to EU policies which would help in increasing the quality of higher education and internationalize their study programs in the same way as they helped many countries in the region that developed their higher education systems and brought them in line with EU policies and regulations and enhanced international cooperation of their universities and helped some universities especially in Slovenia to be in the group of the 500 best universities in the World Ranking List of Universities.

Universities vested with interest in developing activities related to internationalization of their study programs can find in the results of this research paper two important points:

Internationalization of higher education in Macedonia will become an important part of their activities if they want to compete internationally, especially in diversifying student body and diversify financial income.

Internationalization as a phenomenon enables international cooperation and exchange of knowledge and experience among professors and students which eventually will help increase the quality of higher education.

44 South East European University Tetovo Announcement, Email sent to all staff at SEE University Tetovo, dated 17 February 2015

Recommendations

Taking into consideration the fact that the internationalization as a recent phenomenon has helped many universities in the world to diversify their student body and financial income and to increase the quality of their study programs the universities in Macedonia have to grasp this opportunity as soon as possible and create the preconditions for internationalization of higher education environment in Macedonia.

The universities in Macedonia have to create links with international universities in the world in particular with higher ranked universities in the WRLU and open new study programs in English. In the beginning universities should not expect major profits since these specific programs need investments and cost more than usual study program that are run in local languages.

The universities in Macedonia should continue supporting staff with offering English language classes so that they get prepared to teach at these study programs and if possible should send them abroad to learn the English language.

But, the most important thing is that internationalization in Macedonia should continue so that higher education in the Republic of Macedonia becomes part of the EU higher education area. Following the trend towards the internationalization universities in Macedonia that are planning to compete in the global market of higher education should undertake all the necessary actions to internationalize as much as possible to respond to the challenges of globalization and the new trends. Therefore, each HEI should strive to develop its internal institutional and human capacities and develop its quality assurance mechanisms which would enable solid base for offering international study programs.

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Appendices

Appendix 1

1- Interview with the President of the SEE University Board
Professor Dennis Farrington

2- What is your opinion about the Internationalization of HE in Macedonia, what impact does it have on HE and how can the HE in Macedonia be restructured to become part of the knowledge society

3- What about SEEU? What is SEEU undertaking in the direction to internationalize its study programs at times when the Government is endorsing laws that push higher education away from European Union Policies on higher education and the Bologna Process (if I have understood them well)?

4- In terms of resources Can internationalization bring resources at SEEU or spend resources?

5- In terms of study programs in English how many such programs are there going on at SEEU?

6- In terms of number of these study programs are they increasing at SEEU, what kind of policy SEEU is following?

7- The presence of international staff at SEEU was perceived as an opportunity for students to get a better quality education at SEEU as well as SEEU was identified as a university with international character, however as the number of students is continuously decreasing at SEEU somehow the number of international staff is also decreasing (if we compare their presence at the time when it was founded and now). What actions are you as a President of the Board taking to retain the international character of SEEU?

8- Also, I would like to talk about the perspectives of SEEU in this uncertain terrain of Macedonian Higher Education and your views on the future of SEEU taking into consideration the uniqueness of SEEU and the status of SEEU as the Model of HEI in Macedonia, the future of SEEU as an International University? or/ versus State University? As just recently we got some state funding (half a million euro) and there are signs of raising the amount to more than a million in some years from now. Is this in a

way a sign that we are moving towards becoming a state university? And what repercussions does this step have on the international character of the SEEU?

9- What about the Language Policy at SEEU (there are efforts to decrease the number of English classes at time when internationally English is becoming a necessity) and its challenges in the future?

Appendix 2

1- Interview with the SEE University Provost Professor Andrew Goodspeed

2- What is your opinion about the Internationalization of HE in Macedonia, what impact does it have on HE and how can the HE in Macedonia be restructured to become part of the knowledge society?

3- What about SEEU?

4- In terms of resources can internationalization bring resources at SEEU or spend resources?

5- In terms of study programs in English how many such programs are there going on at SEEU?

6- In terms of number of these study programs are they increasing at SEEU what kind of policy SEEU is following

7- What makes the difference to Business Community if the programs are run in English?

Appendix 3

Interview with the President of the Economic Chamber of North West Macedonia

1- What is your opinion about the internationalization of higher education in Macedonia and its impact on the business sector in Macedonia?

2- How do you evaluate the cooperation of the universities with the business sector in Macedonia?

3- Do you cooperate with the universities in Macedonia and how satisfied with the quality of graduates?

Preparatory Class Students' Perceptions of Technology-Integrated Language Learning in Higher Education

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Abstract

Trends in education are mostly led by the day's requirements that necessitate people to add particular competences and skills to their lives. Language curriculum is also built around these trends so as to develop individuals with the requisite qualifications that will help them keep up with the day. One of the biggest movements in today's world is the integration of technology into almost every part of our lives. This tendency is observed in today's language teaching with the implementation of technology into language teaching practice and materials for the overall goal is to develop individuals with basic skills needed to have digital literacy. To this end, language teaching programs have begun to utilize from online platforms and virtual learning environments, which act as part of blended learning, providing students with more language exposure. At this point, while the discussion is mostly on teachers' readiness for technology-integrated teaching and the need for necessary training for them, students are generally assumed to be ready and eager to adapt to the learning environment enriched by technology because their generation is considered to be fixed for it. This study aims to explore the university students' perceptions of technology-integrated language learning via the research carried out with the English preparatory class students in the Department of Foreign Languages at Istanbul University; the purpose is to find out the students' attitude towards using technology in language learning and the impact of technology on their improving language, personal and digital skills and motivation. Based on the findings, the

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study presents implications for the process of implementing technology into language curriculum in higher education.

Keywords: Technology in language teaching, technology-based materials in language learning, language teaching in higher education.

Introduction

Looking from historical perspective, language curriculum and classroom used to include textbooks, teachers and students in the past. Starting with the studies of corpus linguistics on materials writing such as course-books and dictionaries in the 1980s (Dudeny & Hockly, 2012), technology has enabled to enrich the materials used in language teaching-learning process. Today, course-books often have a CD-ROM, DVD, I-tools, a companion website; besides, teachers and students utilize from online platforms, learning management systems and virtual learning environments as supplementary. In addition to the diversity of materials, teachers and students now have an opportunity of communicating and adding to the learning process through email, instant messenger, Skype, blogs, wikis.

These changes in technology and accordingly in the way of learning a language require both students and teachers to acquire a new skill: digital literacy. Like many other skills required to be acquired in the 21st century, individuals need to be digitally literate in order to keep up with the new way of life (Hockly, 2012). That is why there is a need for raising students and teachers' awareness of new opportunities to foster language teaching-learning process. Among these are ELL website materials (Shen et al. 2014), blogs (Murray & Hourigan, 2008; Rivens Mompean, 2010; Bhattacharya & Chauhan, 2010; Trajtemberg & Yiakoumetti, 2011),

LMSs (Yu et al., 2010), VLEs (Peterson, 2012) and distance learning (White, 2006; White, 2014; Chapelle, 2010; Hockly, 2014).

In the process of adapting to the changes considering technology-integrated language learning, challenges should be kept in mind. There might be a resistance to this new way of learning depending on the past experiences, educational beliefs and attitudes. Students and teachers might need the related training in order to implement the changes. There could be a problem with the access to resources as there might be “digital divide” in access to technology between “developed countries and developing countries”, between “urban and rural areas” and between “learners who have access to technology at home and those who do not” (Hockly, 2014, p.79). Thus, institutions which intend to integrate technology into their language curriculum need to question their existent context, taking into consideration their profile, physical context, beliefs and attitudes of teachers and students, and take the necessary precautions to successfully implement the planned changes into their system.

Research Methodology

Based on the theories supporting the use of technology in language learning-teaching process in relation to emerging technologies and the approach and materials adopted accordingly, research was carried out to investigate students’ preferences, attitudes and perceptions regarding technology-integrated language teaching-learning process in higher education. A questionnaire was designed and used as data collection instrument in this descriptive research. 252 English preparatory class students in the Department of Foreign Languages at Istanbul University voluntarily participated in the research in the academic year of 2014-2015. The students are expected to study from an online supplementary platform, read books from a digital Readers’ platform and submit writing assignments from a digital writing platform. Besides, teachers and students use a learning management system to communicate and to study further. Teachers are expected to use the digital writing platform and e-texts of the course-book in the class. With the questionnaire, it was aimed to find

out the profile of students in terms of their English language learning background, computer and Internet knowledge and use, their perceptions of the frequency of technology use, their preferences, beliefs and perceptions of using technology in language learning process. In the assessment of the participants' perceptions of the frequency of technology use 'five-step frequency scale' was used; in the assessment of their preferences, beliefs and perceptions of using technology in language learning process 'five-step agreement scale' was used.

Research Findings and Discussion

The findings of the research revealed the following results:

1- The percentage reflecting the participating students' computer knowledge is considerably higher than the percentage of their using computer and Internet programs/platforms. The reasons why they know but they do not use can be investigated. The reasons might stem from access to the Internet, lack of knowledge, etc. In these cases, schools should have computer labs and should offer the necessary training both to make students be aware of the systems and to encourage them to use these systems.

2- In terms of using technology in the process of language learning, using online dictionaries is the most popular of all. This might be because it is easily accessible via their phones as well; additional reasons should be investigated. The participating group of students has communication system with their classmates and teachers on LMS (Edmodo). However, nearly a quarter of the participating students reported that they do not know such a system. Among them slightly more than half reported to be using the system. Most of the students do not have knowledge about virtual learning environments, which indicates that students are not at web 3.0 stage yet.

3- Teachers were reported to be almost always using e-texts, projecting the book pages in class (70,6% 'always', 21% 'often'; mean

score=4,68). Teachers' degree of using online component of the course-book is also remarkable (45,2% 'always', 36,4% 'often'; mean score=4,13) although it is not teachers' responsibility to use the online supplementary platform in class; students are responsible for the online component of the course-book as self-study/homework. Online writing platform is not among the ones preferred much (16,4% 'always', 26,2% 'often'; mean score=3,13); reasons should be investigated.

4- The participating students' degree of using online component of the course-book (mean score=2,33), Readers' platform (mean score=1,91) and the writing platform (mean score=2,14) is not high; why the students do not use technology much in their self-studies should be investigated further.

5- More than half of the students reported that their teachers encourage them to use online platforms- 48,6% agreed and 21,7% strongly agreed.

6- Most of the students prefer learning a foreign language via the integration of both online (42,3% 'agree', 27% 'strongly agree') and hard copy materials (36,9% 'agree', 47% 'strongly agree') in class. There is a considerable difference between the students' preference for reading from an online platform (9,8% 'agree' and 4,9% 'strongly agree') and hard-copy materials; they were reported to prefer hard-copy books (22,8% 'agree', 63,8% 'strongly agree'). Students prefer studying pen and paper (27,6% 'agree', 50% 'strongly agree') rather than doing exercises from an online platform (24,5% 'agree', 11% 'strongly agree'). Thus, it can be inferred that students prefer the integration of technology into class, but in their self-studies they prefer studying pen and paper more.

7- Most of the students think that their choice of not using technology is not due to their lack of computer knowledge; 41,6% strongly disagreed and 30,9% disagreed that they do not prefer using technology because of not having good command of computer.

8- While most of the students do not prefer doing exercises from an

online platform- 24,2% agreed and 10,7% strongly agreed that they prefer doing exercises from an online platform- they believe they need to do so (36,9% 'agree', 17,5% 'strongly agree').

9- More than half of the students reported that using technology in language learning ...

- develops their digital literacy skill (42,9% 'agree', 14,3% 'strongly agree'),
- develops their language skill (43,3% 'agree', 16,3% 'strongly agree'),
- is practical (49,2% 'agree', 19% 'strongly agree'),
- is enjoyable (34,1% 'agree', 16,7% 'strongly agree'),
- time-saving (38,9% 'agree', 18,7% 'strongly agree'),
- is a must in today's language class (33,3% 'agree', 19,8% 'strongly agree').

The results demonstrated that although the generation is believed to be keen on technology and using technology can foster the teaching-learning process, students' preferences are not in the same line. Although they believe in the need of utilizing from technology, in their self-studies they still prefer traditional ways of studying using hard-copy materials, pen and paper. Thus, before adopting such a new system, institutions are responsible for carrying out needs-analysis process to get information about students' readiness, preferences and attitudes towards technology-integrated language learning. Moreover, institutions should provide students with necessary facilities and trainings in order to support the process of technology-integrated language learning.

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**Self-Efficacy in EFL:
Differences among Demographic Groups and
Relationship between Success
Burcu ERDAĞ^{46*}**

ABSTRACT

This study intended to investigate the self-efficacy beliefs of EFL students enrolled at Karadeniz Technical University's Department of English Language and Literature. More specifically, the aim was to explore self-efficacy level of the EFL learners in relation to their academic success in English. In addition, demographic variables such as students' education time, gender and schooling background were studied in relation to their self-efficacy. The study was conducted in the spring semester of 2012-2013 academic year. Seventy one students of DELL (56 female and 15 male) participated in the study with the mean age of 19.8. The data were collected through the self-efficacy scale of Motivated Strategies for Learning Questionnaire (MSLQ). The results revealed that EFL learners at KTU DELL had high sense of self-efficacy in learning English. Therefore, self-efficacy was disclosed to be an influential aspect in students' success in English language learning.

Key words: Self-Efficacy, EFL, ESL, language learning

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Self-Efficacy in EFL: Differences among Demographic Groups and Relationship between Success

BACKGROUND OF THE STUDY

There have been lots of studies in English language teaching dealing with individual differences such as: motivation, anxiety, self-beliefs, learning styles, learning beliefs, strategies, aptitude, age (Raoofi, Tan and Chan, 2012). All these studies have tried to answer the question “how and why do students approach different tasks in different ways?” (Cinkara, 2009: 1). Considering the individual differences, self-efficacy beliefs and language learning strategies are the most popular ones among the researchers.

There are also numerous researches investigating the role of self-efficacy in various areas of learning. However, a few of them investigated self-efficacy in the context of foreign language learning (Cinkara, 2009). The importance of self-efficacy beliefs in second language learning has been aroused within the last decade. What is more, several studies has shown that self-efficacy is one of the most important elements in foreign language leaning and it clearly affects learners’ interest, effort, persistence, the goals and their attitudes towards a given task (Schunk, 1991).

Researchers currently changed their scope to the role of learners’ thoughts and beliefs in learning a foreign/second language (Bandura, 1997). Additionally, there is no doubt that the number of the studies conducted in this field will increase.

Additionally, this research aimed to investigate the relationship informative sources of English language learning related self-efficacy and EFL self-efficacy. Bandura (1994) explores four main sources for self-efficacy beliefs which are mastery experiences, vicarious experiences, social persuasion and physiological factors. Bandura (1986) suggested that the most influential source of self-efficacy is mastery experiences calling it “the

interpreted results of purposive performance” (p.393). In other words, the successful students will have high self-efficacy and the one who is not successful will have lower. Therefore, past experiences play a big role in developing self- efficacy beliefs (Siebert, 2003). Additionally, there is a strong effect of people’s own attribution of their past failures and successes on the self-efficacy (Jabbarifar, 2011).

Bandura (1986) described how self-efficacy beliefs affect behavior. Firstly, individuals make their decision parallel to these beliefs and they choose the tasks in which they are experts and confident about. In those unfamiliar subjects, they are likely to escape and feel unable. He notes that “our assessment of our own capabilities is basically responsible for outcomes we expect and for the knowledge and the skills we seek and acquire. Hence, self-efficacy is a more powerful determiner of the choices that individuals make” (p.394).

Secondly, these beliefs play a vital role in individuals’ decision of time and effort. Those individuals with a lower self-efficacy keep themselves away from trying the task. On the other way, the ones with higher self-efficacy pay great attention try to solve problem, gives huge effort to accomplish the task given.

Thirdly, individual’s thought patterns and emotional reactions are clearly affected by self-beliefs. For the people who have lower self-efficacy, things are tougher and more complicated than they actually are. As a result of this misinterpretation, they get stressed and have a prejudice about the task. They may fail in a task not because of deficient ability but insufficient effort.

The fourth way is considered as a vicious circle. Bandura (1986) asserts:

‘Self-confidence breeds success which in turn breeds more challenging performance; self-doubt breeds hesitancy, defeat, and failure to try. In other words, our perceptions of efficacy help determine how we think, feel, and behave (p.396).’

Social Learning Theory was a theory which occurred from the debates on the possibility of relationship between stimulus and response that control behavior (Pajares and Urdan, 2006)). Albert Bandura published his book on social learning theory and his book he referred this theory as Social Cognitive Theory in order to describe the theory better (Su & Duo, 2012). In this book he defines the cognitive variables and focuses on 'how human beings operate cognitively on their social experiences and how these cognitions then affect their behavior' (Jabbarifar, 2012, p.118). This Social Cognitive Theory (SCT) claims that learners are directly responsible of their own development period and as a result being successful or failing is closely related to them. Among all of the personal features, learners have a potential of self-belief which provides them an ability to control their own feeling, thoughts and behaviors (Jabbarifar, 2012). In a parallel way, Bandura (1986) states that 'what people think, believe and feel affects how they behave' (p.25). According to Bandura (1986) these self-beliefs of human beings are such important factors affecting the behavior of individuals that they play a vital role in the foreign language learning.

Bandura (1984) also defines the self-system as one's attitudes, abilities and cognitive skills. What is to say, individuals' beliefs in their capabilities whether to success or fail in a specific task construct an important part of this self-system. Therefore, it is for sure that this system determines one's perception of situations and the results of the situations. Self-efficacy is considered as a bridge between knowledge and action. In this view, what is important is not having the needed knowledge and skills but having the efficacy beliefs and motivation which probably lead success.

There have been numerous researches establishing the effect of self-efficacy beliefs on learning performance. According to Bandura (1989) people create expectations about cause and effect considering the past experiences of their own. He also states that individuals develop self-beliefs based upon their abilities. As a result, foreign language learner with

a high self-efficacy will be more successful than the one with lower self-efficacy.

The researches on the topic of self-efficacy and the language learning clearly revealed the strong effect of self-efficacy in terms of academic success. That is to say, high self-efficacy in academic career will have a positive effect, on the other hand, the opposite situation, having a lower self-efficacy may result failure. Lastly, the number of the researches conducted in the field of self-efficacy and English as a Foreign Language (EFL) are insufficient and needs to be developed (Cinkara, 2009).

Firstly, this study aims to access the EFL self-efficacy levels of the KTU DELL preparatory class students. This level is revealed by the questionnaire on English as a foreign language self-efficacy. The result of questionnaire is highly important for the study since it helps to establish any probable relationship between EFL self-efficacy and demographic variables such as age, gender and schooling background. The second purpose is to demonstrate the sources of self-efficacy in an EFL context. According to Bandura (1997) four efficacy sources (mastery experiences, vicarious experiences, social persuasions and physiological factors) increases the level of self-efficacy. These researches investigating the self-efficacy in EFL context will provide a different angle of view to the researchers in the field of EFL self-efficacy and give them opportunity to support new researches which are more contributing to the literature. Related studies will form the basis of the following researches.

2. STATEMENT OF THE RESEARCH QUESTIONS

This study will try to find answers to following questions:

Research Question 1: What is the self-efficacy level of DELL EFL preparatory class students?

Research Question 2: Is there a relationship between KTU DELL preparatory students' reported self-efficacy levels and demographic variables?

2a. Is there a relationship between students' EFL self-efficacy levels and education type?

2b. Is there a relationship between students' EFL self-efficacy levels and their gender?

3. SELF-EFFICACY

Self-efficacy refers to 'beliefs in one's capabilities to organize and execute the courses of action required producing given attainments' (Bandura, 1997b, p. 3). Individuals' self-beliefs in whether they will succeed or fail dramatically affect their action (Raooft, Tan & Chan, 2012). According to the Bandura (1997b) learners' beliefs have greater influence on performance than their real ability. Considering this, it would be not hard to understand that the student with high self-efficacy will participate and activate better on a given task than the student with low self-efficacy. Pajares and Urda (2010) states that self-efficacy has a vital role in the examination of human agencies such as learning, motivation and academic performance.

Bandura (1986) proposed that there are four kinds of sources which affect the development of self-efficacy beliefs: mastery experience, vicarious experience, verbal persuasion, and physiological factors. People who have high self-efficacy tend to succeed in a performance.

Cinkara (2009) states that:

'Strength is a person's determination concerning his or her perceived ability to complete the task. Two students, for example, may believe that they are capable of delivering a presentation before the class, but one may hold this belief with more confidence than the other. Generality of self-efficacy expectations refers to the extent to which successes or failures influence an individual's self-efficacy beliefs in both limited (task specific), or general, (including other similar tasks), ways' (p. 17).

Hereby, the importance of the past experiences is focused in the self-efficacy beliefs. Learners' tend to have positive beliefs about their abilities on a specific task when they see someone who has successfully performed the task. Additionally, this situation will help learner to enhance their self-efficacy (Raofi, Tan & Chan, 2012). Su and Duo (2012) has stated that encouragement and positive feedback breeds self-efficacy. When teachers, as an example, or someone who is considered as experts in the field make a positive comment on the learners' task, learners develop positive beliefs and as a result they strengths and increases their self-efficacy levels. Researchers have also concluded that emotional and physiological situations are other factors affecting self-efficacy level of individuals.

Jabbarifar (2011) defines self-efficacy as a matter of 'I can' or 'I cannot' on the part of learner. In parallel way, Bandura (1986) has claimed that:

'Students' difficulties in many academic skills often directly related to their beliefs that they cannot learn-when such things are not objectively true. In fact, many students have difficulty in school not because they are incapable of performing successfully, but because they are incapable of believing that they can perform successfully, that they have learned to see themselves as incapable of handling academic skills' (p. 390).

4. Informative Sources of Self-Efficacy

4.1. Mastery Experiences: Bandura (1986) considered mastery experiences as the most influential sources of self-efficacy beliefs. He explains that the self-efficacy level of a student will increase as long as they have earned higher grades. On the other hand, the student who gets lower grades is likely to lose confidence in their capabilities. In this view, Jabbarifar (2011) states that:

'Students bring a wide variety of past experiences with them when when they ente your classroom. Some of those experiences have been positive, others have not. How students interpret their past successes and

failures can have dramatic impact on their self-efficacy' (p. 119).

Jabbarifar (2011) points the importance of the past experiences of the learners. Whether these experiences are positive or negative, they will directly influence the self beliefs of the learner.

4.2. Vicarious Experiences: Vicarious experiences are the second source of efficacy information. In this source, individual observes the model and makes judgments about their ability on the specific situation (Cinkara, 2009). Additionally, Bandura (1994) suggested that vicarious experience can also be considered as modeling. He adds that one can highly make use of this source putting themselves in model's shoes and sees themselves similar.

Bandura (1986) defines it as 'if he can do it, so I can'. In other word, when a learner sees someone accomplishing a specific task, then the learner turns themselves and makes positive interpretations about their abilities on the task.

4.3. Verbal Persuasions: This is the third source of efficacy beliefs. Bandura (1994) proposes that verbal persuasions are activated when an individual decides to listen to the (positive or negative) messages of the others. Moreover, if the persuader is trustworthy, creditable, and expert of the issue, then the possibility of persuasion increases (Bandura, 1986). In this view, the importance of the persuader is clearly revealed.

As one may guess, verbal persuasions are tools to strengthen efficacy or self assessment of the learner. However, this persuasion may be in both ways, positive and negative. Therefore, if we consider the education field, teachers and students, huge importance of this source becomes clear. Considering the role of the teachers, Pajares (1996) has noted:

'I recall one discussion with a doctoral student who was struggling with a portion of her dissertation. At a particularly difficult juncture she said to me, 'you know professor, I've come to the realization

that although it is important for me to believe that I can do this, it seems equally important for me to believe that you believe I can do this' (p.9).

4.4. Physiological Factors: The final source of self-efficacy beliefs is physiological factors such as stress, fatigue, fear and pain. Jabbarifar (2011) has stated that:

'Strong emotional reactions to task provide cues about the anticipated success or failure of outcome. Sweaty hands or a dry mouth are often interpreted as signs of nervousness. Students may feel that such signs indicate that they are not capable of succeeding in a particular task. Conversely, students may be aware of feeling relaxed before confronting a new situation and develop a higher sense of efficacy toward the task they face' (p.120).

He clearly points out the importance of these physiological factors for the self-efficacy source. These factors stimulate the learners' physiological state and as a result learner feels or considers themselves as incapable of performing the task.

5. SELF-EFFICACY IN ACADEMIC SETTINGS

The factors that are affecting the foreign language learning have been studied tremendously until now. The factor of 'self-efficacy' has newly joined to this field although it is examined extensively in other areas. Albert Bandura is the introducer of 'self-efficacy' concept to the foreign language learning field. As Betz (2004) suggests self-efficacy is the feeling of controlling the situations that every individual face. In this sense, if an individual has a high self-efficacy, they will try to come up with the problem no matter what it is. In case they fail in a task, their explanation for this failure will be the insufficient knowledge which they can learn later (Aliegro, 2006). Similarly, Bamhardt (1997) has noted:

'Self-efficacious learners feel confident about solving a problem because they have developed an approach to problem solving that has

worked in the past. They attribute their success mainly to their own efforts and strategies, believe that their own abilities will improve as they learn more, and recognize that errors are part of learning. Students with low self-efficacy, believing themselves to have inherent low ability, choose less demanding tasks and do not try hard because they believe that any effort will reveal their own lack of ability' (p.3).

According to Bandura (1986) self-efficacy is one of the most important factors in determining academic success. Therefore, one may guess that self-efficacy has a positive effect on the grades of students. In parallel way, the lack of self-efficacy may result in failure in academic life; however there is not many researches examining the relationship between self-efficacy and poor grades (Cinkara, 2009).

6. SELF-EFFICACY AND OTHER FACTORS

6.1. Self-efficacy and Age

The relationship between self-efficacy and age has not been definitely discussed, there are some studies examining individuals characteristics in terms of self-efficacy with age (Kahng and Dunkle, 2005). The research conducted by Davis et al. (2007) aimed to study the relationship between self-efficacy and age groups. The result of their research was that there is a strong relationship between age group and self-efficacy.

However, there are some researchers who revealed no important relationship between self-efficacy and the age of individuals (Gerçek et al., 2006). While they haven't found any relationship between self-efficacy and age, they have stated the strong relationship between the self-efficacy and the grades of participants. Additionally, Jenks (2004) studied the effects of age, sex and language proficiency on the self-efficacy of EFL learners. He concluded that there is not any strong relationship between self-efficacy and sex and gender, but language proficiency.

6.2. Self-efficacy and Gender

The role of gender in the researches in the field of behaviorism and cognition has been greatly focused on and the researchers have found significant differences based on gender on the topics of social behavior, and cognitive ability (Bacon & Finnemann, 1992). However, when we consider the field of foreign language learning, we cannot see so many example studies. Some researchers claimed that there is a strong relationship between self-efficacy and gender (Bong, 1997).

Siebert (2003), as an example, studied self-efficacy and gender at an education institution in US. There were 156 participants; 64 female, 95 male. In his study, Siebert (2003) has found dramatic changes in the beliefs of male and female participants towards language learning. The male students think that they will be able to learn English in 1-2 or 3-5 years' time while the female students think it will take them 5-10 years.

6.3. Self-efficacy and Schooling Background

Anderson et al. (2005) studied school type and some other demographic variables such as locus of control, motivation and academic achievement. Their research has revealed that there are significant differences between school and the level of self-efficacy.

In a parallel way, Gerçek et al. (2006) have conducted a research examining the self-efficacy beliefs of BA students in the Biology Teaching department, in relation to variables demographics such as gender, age, grade and their schooling background. They have found that there is no important relationship between self-efficacy beliefs and the schooling background. As a result, this study has showed that the schooling background has no important effect on self-efficacy beliefs of the individuals.

7. SELF-EFFICACY STUDIES IN TURKEY

As it has happened in in overall parts of studies, the researches dealing with the self-efficacy in foreign language learning is very few in the literature. This part will give information about the studies examining the relationship between self-efficacy and foreign language learning.

Duman (2007) investigated the relationship between self-efficacy beliefs of students and their English performances. The findings have shown that self-efficacy beliefs have a dramatic effect on the participants' English performances. The research has revealed that female students' self-efficacy beliefs are stronger than male ones'.

Büyükduman (2006) studied a research to determine whether there is a relationship between teaching self-efficacy and self-efficacy in using English as a foreign language. The findings have revealed that there is no relationship between teaching self-efficacy and self-efficacy in using English as a foreign language.

8. PARTICIPANTS

71 students participated in the study from a student population of about 160 preparatory level students as KTU DELL. They were asked to give information about their age, sex, schooling background, previous term grades, and how many years they have spent in preparatory class.

Table 3.1. Descriptive Statistics for Gender

| | | Frequency | Percent | Valid Percent |
|-------|--------|-----------|---------|---------------|
| Valid | Female | 56 | 78,9 | 78,9 |
| | Male | 15 | 21,1 | 21,1 |
| | Total | 71 | 100,0 | 100,0 |

Table 3.1. shows the descriptive statistics. 15 (21.1 %) participants were male students and 56 (78.9 %) of them were females.

Table 3.2. Descriptive Statistics for Schooling Background

| | | Frequency | Percent | Valid Percent |
|-------|-----------------------|-----------|---------|---------------|
| Valid | Public High | 42 | 59,2 | 59,2 |
| | Anatolian High | 12 | 16,9 | 16,9 |
| | Private High | 8 | 11,3 | 11,3 |
| | Technical High | 4 | 5,6 | 5,6 |
| | Vocational High | 4 | 5,6 | 5,6 |
| | Vocational Trade High | 1 | 1,4 | 1,4 |
| | Total | 71 | 100,0 | 100,0 |

Table 3.2 shows the descriptive statistics for schooling background. Their schooling background includes 6 types of high school. These are Public, Anatolian, Private, Technical, Vocational and Vocational High Schools. 42 (59 %) students reported that they graduated from Public High, 12 (16.9 %) from Anatolian High, 8 (11.3 %) from Private High, 4 (5.6 %) from Technical High, 4 (5.6 %) from Vocational High and 1 (1.4 %) from Vocational Trade High.

Table 3.3 Descriptive Statistics for the Years Spent in Preparatory Class

| | | Frequency | Percent | Valid Percent |
|-------|-------------|-----------|---------|---------------|
| Valid | First Year | 51 | 71,8 | 71,8 |
| | Second Year | 13 | 18,3 | 18,3 |
| | Third Year | 7 | 9,9 | 9,9 |
| | Total | 71 | 100,0 | 100,0 |

Table 3.3 shows the descriptive statistics for the years spent in preparatory class. How many years they spent in preparatory class also varies and it is clear in the Table 3.3 that there are seven (9.9 %) students who spent 3 years in preparatory class.

Table 3.4. Descriptive Statistics of Education Type

| | | Frequency | Percent | Valid Percent |
|-------|---------|-----------|---------|---------------|
| Valid | regular | 37 | 52,1 | 52,1 |
| | evening | 34 | 47,9 | 47,9 |
| | Total | 71 | 100,0 | 100,0 |

Table 3.4 shows the descriptive statistics of education type. The students were two groups; evening and regular. In 71 students, 37 (52.1 %) were regular students and 34 (47.9 %) were evening students.

Table 3.5. Descriptive Statistics for Age

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| Age | 71 | 18,00 | 29,00 | 19,8873 | 2,21391 |
| Valid N (listwise) | 71 | | | | |

Table 3.5 shows the descriptive statistics for age. The students' ages vary from 18 to 29 years. The mean score is 19.88 (SD=2.21).

9. INSTRUMENTS

This study aims to find out the meaningful relationship between self-efficacy and foreign language learning. Thus, Self-Efficacy Scale for Language Learners in Motivated Strategies for Learning Questionnaire (Pintrich, Smith, Garcia and McKeachie, 1991) was used. The MSLQ included 13 questions (5 point likert Scale) and the participants answered questions according to criteria from strongly agree to strongly disagree. This questionnaire measures the self-efficacy levels of the participants. The reliability of the questionnaire is proved by the Cronbach's Alpha Based on Standardized Items.

10. DATA ANALYSIS

After data were collected, they were analyzed and evaluated, while analyzing the data, quantitative methods was used in order to provide interpretive results at the end of the research. The data was typed into SPSS 16.0. Descriptive statistics were obtained for all demographic variables on the questionnaire. Means, standard deviations, ranges of dependent and independent variables were all included by descriptive studies.

In order to answer first research question, one total self-efficacy score for each student was determined depending on the MSLQ findings. Then, researcher used SPSS to descriptive statics of mean. A T-Test was conducted in order to answer research question number 2a. For the research question number 2b, T-Test was used to see if there is any significant correlation between gender and self-efficacy level. Moreover, an independent sample test was conducted to analyze each question in terms of gender difference.

INFERENCEAL ANALYSIS

Results for Research Question # 1 : What is the self-efficacy level of DELL EFL preparatory class students?

This research question aims to find out the EFL self-efficacy level of students. In order to reveal it, the results of responses of all students to the questions in the MSLQ were analyzed. To answer this research question, the self-efficacy levels of the students were measured. Table 4.1 shows the results.

Table 4.1. Self-Efficacy Levels of Participants

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|--------|----------------|
| SelfEfficacyTotal | 71 | 1,09 | 4,82 | 3,6722 | ,66084 |
| Valid N (listwise) | 71 | | | | |

Table 4.1 shows the self-efficacy levels of the students. It clearly shows that the mean score of self efficacy level of the students is 3.67 (SD=0,66). This results proves the positive self-efficacy level of the students. Moreover, analysis of each research question will reveal their self-efficacy attitude.

Table 4.2. Analysis of Each MSLQ Item

| | N | Minimum | Maximum | Mean | Std. Deviation |
|-----------------------|----|---------|---------|--------|----------------|
| s1 | 71 | 1,00 | 5,00 | 4,4366 | ,87395 |
| s2 | 71 | 1,00 | 5,00 | 3,1972 | ,78594 |
| s3 | 71 | 1,00 | 5,00 | 2,8310 | ,95597 |
| s4 | 71 | 1,00 | 5,00 | 2,9859 | 1,11474 |
| s5 | 71 | 1,00 | 5,00 | 3,9577 | ,96268 |
| s6 | 71 | 1,00 | 5,00 | 3,3099 | 1,14132 |
| s7 | 71 | 1,00 | 5,00 | 4,2535 | 1,05178 |
| s8 | 71 | 1,00 | 5,00 | 3,3803 | ,99090 |
| s9 | 71 | 1,00 | 5,00 | 3,3521 | 1,00141 |
| s10 | 71 | 1,00 | 5,00 | 3,6761 | 1,07935 |
| s11 | 71 | 1,00 | 5,00 | 3,3662 | 1,07224 |
| s12 | 71 | 1,00 | 5,00 | 4,2535 | 1,05178 |
| s13 | 71 | 1,00 | 5,00 | 3,7465 | 1,01021 |
| Valid N (listwise) | 71 | | | | |

Table 4.2 examine the each finding for the MSLQ. Table 4.2 clearly shows that participants are more likely to ‘I have no idea’ option when it comes to external influences such as teachers, grades and whether they success or fail in the preparatory class.

Results for Research Question # 2a : Is there a relationship between students’ EFL self-efficacy levels and education type?

The research question number 2a enables to see the possibility of difference in terms of self-efficacy level between regular and evening group of students. The regular group’s mean score has been found as 3.72 (SD=0.53) and the evening group’s mean score is 3.60 (SD=0.77). The result of T-Test shows that there is no significant difference between regular and evening groups in terms of self-efficacy related to English Language Learning.

Table 4.3. Independent Sample T-Test of the Self-Efficacy and Education Type

| | Edu. Time | N | Mean | Std. Deviation |
|--------------------|-----------|----|--------|----------------|
| Self-EfficacyTotal | Regular | 37 | 3,7297 | ,53590 |
| | Evening | 34 | 3,6096 | ,77803 |

Table 4.3 demonstrates that mean score of regular group in terms of self-efficacy is 3.72 (SD=0.53). Additionally, the mean score of the evening group is 3.60 (SD=0.77). They both have the same level of self-efficacy related to foreign language learning.

Results for Research Question # 2b : Is there a relationship between students’ EFL self-efficacy levels and their gender ?

This research question aims to detect if there is any difference between male and female students in term of self-efficacy levels. The results of T-Test showed no significant difference between male and female students, as it is clear in the Table 4.4.

| | Gender | N | Mean | Std. Deviation |
|--------------------|--------|----|--------|----------------|
| SelfEfficacy-Total | Female | 56 | 3,7256 | ,49928 |
| | Male | 15 | 3,4727 | 1,07246 |

As it is clear in the Table 4.4, the mean score of the female students is 3.72 (SD=0.49) and the male ones’ is 3.47 (SD=1.07). However, the analysis of each item in the MSLQ in terms of gender difference in self-efficacy shows statically significant result. T-Test results in Table 4.5 clearly illustrate the items in which male and female students differ in terms of self-efficacy level.

Table 4.5. MSLQ Items in terms of Gender

| | gender | N | Mean | Std. Deviation | Sig. | Sig. (2-tailed) |
|--|--------|----|--------|----------------|------|-----------------|
| S3. En zor İngilizce metinlerini bile anlayabileceğim-den eminim | Female | 56 | 2,6786 | ,89660 | | |
| | Male | 15 | 3,4000 | ,98561 | ,535 | ,008 |
| S7.Eğer çalışır gayret edersem İngilizcemi geliştirebilirim | Female | 56 | 4,4643 | ,83043 | | ,018 |
| | Male | 15 | 3,4667 | 1,40746 | ,002 | ,001 |
| S11.Eğer İngilizce öğrenmiyorsam, bu çok çalışmadığım içindir | Female | 56 | 3,5000 | 1,02691 | | ,018 |
| | Male | 15 | 2,8667 | 1,12546 | ,853 | ,041 |
| S12.Eninde sonunda İngilizce öğreneceğim | Female | 56 | 4,4286 | ,84975 | | ,062 |
| | Male | 15 | 3,6000 | 1,45406 | ,002 | ,006 |
| | | | | | | ,050 |

Table 4.5 shows that in the items S3 (En zor İngilizce metinlerini bile anlayabileceğimden eminim), S7 (Eğer çalışır gayret edersem İngilizcemi geliştirebilirim), S11 (Eğer İngilizce öğrenmiyorsam, bu çok çalışmadığım içindir), S12 (Eninde sonunda İngilizce öğreneceğim) from MSLQ, there is a statistically significant difference results between male and female students.

CONCLUSION

The findings of the first research question explored the students' self-efficacy levels. Firstly, the analysis to reveal the students EFL self-efficacy level pointed out that they had a higher level of self-efficacy beliefs in learning English. However, analysis of each item in the questionnaire showed that the students were more likely to choose 'I have no idea' when external factors such as teachers, homework and whether they would success in the preparatory class (S3. Sene sonunda çok iyi bir not alacağıma inanıyorum / S8. Bu sene ödevlerde ve sınavlarda başarılı olacağıma inanıyorum / S9. Hazırlık sınıfını geçebileceğime inanıyorum / S13. İngilizce'nin zorluğunu, öğretmenleri ve becerilerimi dikkate aldığımda, bence bu sene hazırlık sınıfımda başarılı olurum). The reason of this situation may be the pressure being lived in the preparatory class of the KTU DELL. The teachers' attitude toward students and what the students hear from the upper classes about preparatory class make them uncertain and nervous about their success in the preparatory class.

Researchers such as Bandura (1984), Zimmerman et al. (1992) studied the effect of self-efficacy in the language learning process. Bandura (1986) also suggested that self-efficacy has a control on individual's thoughts, feelings, and actions. As a result, self-efficacy influences the success of outcomes (Bandura, 1986). Considering the big role of self-efficacy on the success of the students, some precautions must be taken in KTU DELL in order to prevent the next students who will study in the department. Arranging some meetings with upper classes may be one of the resolutions in this issue. With the help of upper class students, they can feel more confident about themselves and as a result, their success in the preparatory class can be upraised.

The relationship between KTU DELL students' reported EFL self-efficacy level and the sources of self-efficacy and demographic variables such as education type, gender and schooling background was investigated through various statistical analyses of the data. Firstly, the

reported self-efficacy level of students is analyzed with their education type (regular or evening) in order to find any possible relationship between two. The results showed that there is no significant correlation between self-efficacy and students' education type. In the literature, there is no research aiming to find the relationship between self-efficacy and the education type. At this point, this research is unique to investigate this relationship. Therefore, the researches conducted after this thesis may use this finding in order to make comparisons with the findings of two studies.

Secondly, independent samples t-test was conducted to reveal possible relationship between participants' reported self-efficacy level and their gender. The results of t-test proposed that there is no significant correlation between self-efficacy and the participants' gender. This result is in accordance with the findings of Hackett et al., 1992 who studied the possible relationship between self-efficacy in EFL and gender. The researchers reported that they had found no relationship between gender and self-efficacy.). However, the analysis of each item in the MSLQ in terms of gender difference in self-efficacy shows statically significant result. T-Test results revealed that in the items S3 (En zor İngilizce metinlerini bile anlayabileceğimden eminim), S7 (Eğer çalışır gayret edersem İngilizcemi geliştirebilirim), S11 (Eğer İngilizce öğrenmiyorsam, bu çok çalışmadığım içindir), S12 (Eninde sonunda İngilizce öğreneceğim) male and female students differ in terms of self-efficacy level. Lastly, in order to find an answer to third question about the relationship between self-efficacy and schooling background, ? was conducted.

Finally, the findings of this research propose that the self-efficacy level of the students in EFL is high enough. However, they have problems with external factors such as teachers, homework and the things they hear from the other students.

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APPENDICES

ÖZYETERLİK ANKETİ

Sevgili arkadaşlar,

Anketin amacı öğrencilerin dil öğrenme konusundaki özyeterlilik inançları hakkında bilgi edinmektir. Bu anketteki soruların doğru cevapları yoktur. Önemli olan sizin gerçek düşüncelerinizi öğrenmektir. İsminizi belirtmenize gerek yoktur. Lütfen soruları eksiksiz olarak doldurmaya dikkat ediniz.

Katılımınız için teşekkür ederim.

Burcu ERDAĞ

| | | | Fikrim Yok | | |
|--|-----|-----|---------------|-----|-----|
| 1. Eğer doğru bir şekilde çalışırsam, İngilizce öğrenebilirim. | (1) | (2) | (3) | (4) | (5) |
| 2. Sene sonunda çok iyi bir not alacağıma inanıyorum. | (1) | (2) | (3) | (4) | (5) |
| 3. En zor İngilizce metinlerini bile anlayabileceğimden eminim. | (1) | (2) | (3) | (4) | (5) |
| 4. Eğer İngilizce öğrenmiyorsam bu benim kendi hatamdır. | (1) | (2) | (3) | (4) | (5) |
| 5. İngilizce'deki temel yapıları öğrenebileceğimden eminim. | (1) | (2) | (3) | (4) | (5) |
| 6. İngilizce'nin en zor konularını bile anlayabileceğimden eminim. | (1) | (2) | (3) | (4) | (5) |
| 7. Eğer çalışır gayret edersem İngilizcem gelişirebilirim. | (1) | (2) | (3) | (4) | (5) |
| 8. Bu sene ödevlerde ve sınavlarda başarılı olacağıma inanıyorum. | (1) | (2) | (3) | (4) | (5) |
| 9. Hazırlık sınıfını geçebileceğime inanıyorum. | (1) | (2) | (3) | (4) | (5) |
| 10. İngilizceyi çok iyi konuşabileceğime inanıyorum. | (1) | (2) | (3) | (4) | (5) |
| 11. Eğer İngilizce öğrenmiyorsam, bu çok çalışmadığım içindir. | (1) | (2) | (3) | (4) | (5) |
| 12. Eninde sonunda İngilizce öğreneceğim. | (1) | (2) | (3) | (4) | (5) |
| 13. İngilizce'nin zorluğunu, öğretmenleri ve becerilerimi dikkate aldığımda, bence bu sene hazırlık sınıfımda başarılı olurum. | (1) | (2) | (3) | (4) | (5) |

KİŞİSEL BİLGİLER:

Hazırlıkta kaçınıcı yılınıız?

İlk yılını

2. yılını

3. yılını

Yaş:

Cinsiyet:

Kız

Erkek

Gece/Gündüz

1.Öğretim

2. Öğretim

Mezun olduđu lise türü :

Düz Lise

Anadolu Lisesi

Özel Lise

Teknik Lise

Diğer (Belirtiniz): &&&&&

SOME LEARNER VARIABLES EXPERIENCED IN TURKISH COLLEGE STUDENTS

Esen GENÇ&Elif GÜVENDİ YALÇIN^{47*}

Introduction

In the very beginning of language teaching, the focus was on ‘teaching’ not on ‘learning’. Yet after 1970s, research interest in EFL has switched from teachers’ teaching to students’ learning and lots of studies have been tackled from the students’ viewpoint. These efforts have concentrated on students’ attitudes and motivation, students’ individual differences, and other learner variables such as anxiety, self-esteem, risk-taking and inhibition .As a result of these studies, noticeable theoretical and some empirical support have been collected and they reveal the significant influence of these variables on students’ performance in EFL classes. The whole-learning process of foreign language learning can be decently explained not only by cognitive factors but also affective factors that are directly related to success in language learning.

It is obvious that in a complete understanding of the learning process, affective variables need to be examined so that learners’ diverse needs and interests can be better understood and addressed. For example students with psychological problems tend to develop low self-esteem because of the low academic achievement during their learning process. They are labeled as dumb, lazy and slow in addition to being disapproved by their teachers, peers and parents. Students learn differently in different language environments. They are motivated in some courses and not in others because of several reasons. But the question is that; which factors affect learner variables? Teacher? Their backgrounds? Learning environment? Their own personalities? By considering our own personal

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observations, we prepared a short, simple questionnaire to observe students' attitude, motivation, anxiety and self-esteem in different skills of English. We applied this questionnaire in two kinds of prep classes at Ondokuzmayıs University. Their ages are between 18-21 and both groups are composed of 18 students. One group is prep class for Faculty of Medicine and the other group is Voluntary prep class including several departments.

First group's level is intermediate and the other's is pre-intermediate. In voluntary prep classes, as it is understood from the name, it is not obligatory and it does not have a must to pass the final exam in order to start their department. But in medical prep classes they have to pass the final exam to start the department and the education in their department will be in English.

In short, this paper lays out the main learner variables that are mostly experienced in Turkish foreign language learning context to prove how it has become a crucial issue to deal for parents and teachers at the same time. It is important to create a safe language learning environment for students who have individual differences to increase their motivation. To make the point clear; motivation, anxiety and self-esteem will be dealt with briefly.

1. Motivation

Oxford Learner's Dictionary defines the term motivation as; "Desire or willingness to do something; enthusiasm". As it is clear from the definition, good motivation helps you to succeed in any subject. Most educators would agree that in language learning context motivation is one of the most crucial and complex factors during the learning process if not the most important one. Gardner (1985) defines motivation to learn a language as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Learners' communicative needs and their attitudes towards the

foreign language learning are the evidences of their motivation. If learners need to speak the language in their daily life or to succeed in any courses, they will get motivated more easily. Gardner and Krashen highlight that there are two motivations, integrative and instrumental. In integrative motivation, the language learners are interested in the target language itself and eager to engage in that social life. However in instrumental motivation, the learners merely want to pass some examination and go abroad.

In this context, as the instructors in a state university in Turkey, we can easily make generalizations about the motivation of Turkish students in language learning. First of all, the utmost goal of Turkish university students in language learning is to pass exams. These exams vary from in school tests to the test like YDS, TOEFL and IELTS etc. Since the only aim is to getting high grades students do not need any integrative motivation. Test or exam oriented students are good at exam type questions which are mostly grammar but they are not good at speaking the language and integrating it to their social environments. In Ondokuz Mayıs University we have mainly two types of students in our school of foreign languages: volunteer learners and obligatory classes whose departments are only English. The ones who are so called voluntary students have difficulties to maintain their motivation because they are very well aware that after the prep class they will not be able to study English in their departments unless they decide to attend a private course. In these private courses they are promised to be taught special tricks or formulas instead of the language itself to pass the required level in YDS. On the other hand, the obligatory group are always more motivated and correspondingly more successful as they have to use English as a target language in their departments.

2. Anxiety

Anxiety is one the most important learner variable that affects the learning process deeply. The origins of learner anxiety can arise from learners' beliefs about language learning, educator's beliefs about language

teaching, and teacher-learner interactions (Young, 1991). Some examples of anxiety-related behaviours in language classrooms are when the learners report having “sweaty palms, nervous stomachs, accelerated heartbeat and pulse rates”. Young (1991) also believes that the anxiety in foreign language learning can be expressed through “distortion of sounds, inability to reproduce the intonation and rhythm of the language, ‘freezing up’ when called on to perform, and forgetting words or phrases just learned or simply refusing to speak and remaining silent”.

Aida (1994) emphasizes the fact that students who have anxiety problems mostly evade communication and sometimes even end the communication. It has also been noted that in some extraordinary situations, language learners start cutting class to avoid the situation that causes anxiety and therefore they are left behind in their studies.

In Turkey, unfortunately, many of the teachers are not sensitive to the fact that their students cannot show their full potential due to the stressful environment they are in, and sometimes although they know the students’ anxiety, they do nothing about it. Some teachers are aware of the role of anxiety in learning process but they are still hesitant to overcome it. Besides, learning anxiety can prevent students from demonstrating their capacity in language learning. In the end, as a result of these factors they cannot be very successful in language learning.

One of the most common sources of anxiety is teachers’ beliefs about language teaching. In Brandl’s (1987) study, most of the teachers felt “a little bit of intimidation, a necessary and supportive motivator for promoting students’ performance”. They recognized their roles to be “less a counsellor and friend” and they disapprove of “too friendly and in-authoritative student-teacher relationship”. On occasions like that, the students often feel terrified by the teacher and they do not want to take the risk of speaking in the target language if they are not sure of their utterances are entirely perfect.

In Turkey anxiety is another important issue to be dealt with among educators. In our case the instructors' bossy attitudes towards students make deep impact upon them. Particularly the age of university students prevent them to tolerate the humiliation in front of their peers. Also one of the most important reasons of anxiety among Turkish students is failing the exams and tests which are big deals in Turkish educational system. So what should be done to cope with anxiety among students to increase their potential? It is a very complicated issue to tackle right now. First of all, teachers should be a counsellor or a guide instead of being an authority because in today's global world it is easy to reach information so teaching how to analyse information is what matters. Then the students must realise that English is not only a name of a subject but it is a tool for communication. In Turkey the results of the exams are not the only indicators that the students master the language. Last but not the least; making mistakes are the only way of learning languages therefore educators should not scare the students who make mistakes. Instead, they should encourage the students to learn from their mistakes.

3. Self- Esteem

Coopersmith (1967), defined self-esteem as: "...a personal judgement of worthiness that is expressed in attitudes that the individual holds towards himself, ...and indicates the extent to which the individual believes in himself to be capable, significant and worthy". Similarly, Bandura (1986) defines self- esteem or self-efficacy as: "personal beliefs concerning one's capability to learn or perform skills at designated levels".

Studies have pointed that a student who feels good about himself is more likely to be successful. Holly (1987) assembled a summary of many studies and reveals that self-esteem is the end product rather than the cause of academic success. Self -esteem has an important role in language learning since it helps to motivate students in a positive way. Students with a positive self-esteem have been shown to have higher levels of language

ability. In other words, learners who have high positive self-efficacy about learning a foreign language persuade themselves that they have the power and abilities to reach this goal. To the contrary, learners with low self-efficacy are of the opinion that they don't have the ability to learn a foreign language from the start (Arnold & Brown, 1999).

It is clear that there is an important and positive relationship between self-efficacy beliefs and overall use of language learning strategies. In our study it is found that Turkish students feel less self confident when it comes to productive skills such as speaking and writing compared to skills like grammar and reading which provide less production. The students' oral and writing grades can be given as the proof to show their proficiency level. Our students are more successful in grammar and reading exams.

Conclusion

The results of the questionnaire lead us to think more on the roles of the learner variables which are in this case: motivation, anxiety and self-esteem. The two groups composed of students whose backgrounds and levels of English are different but despite those differences their attitudes towards language learning are similar. The role of teacher is less than we expected. Students are more motivated and less anxious in grammar and reading which require less production more theoretical information. However they are more anxious and less self-confident in productive skills such as speaking and writing.

If language is communication, EFL learning and teaching should be aimed at establishing meaningful communication in the classroom, and the first must for this purpose is being aware of the students' different learning styles and personalities. If we want our students themselves in language learning, the affective variables such as anxiety, motivation, and self esteem should not be denied. In addition, the inner needs of the learners should not be ignored anymore. We can also learn from our students.

Some suggestions are given according to the results of this research:

Firstly, this study reveals that a teacher should be aware of his/her roles in the classroom, s/he is not the authority but s/he is the guide and helping mentor. So, as teachers we should not dictate things we should make students analyze the information.

Secondly, as teachers of English in Turkey we should question ourselves about students' negative attitudes towards productive skills. It can be because of student's own personality, test oriented education system and maybe the teachers' following the wrong steps.

Thirdly, the questionnaire can be developed to see students' attitudes towards other courses or it can be changed to see the differences between genders. It can also be applied to different levels.

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Şiir çevirisi ve XX. yüzyıl sonu Modern İspanyol Şiiri
Yrd. Doc. Dr.Olcay Oztunalı^{48*}

“Bütün şiirler aynı şeyi söyler ve her şiir biriciktir.”

Octavio Paz (Elmono Gramático)

Bu çalışma şiir çevirilerinde yaşanan süreç, bu süreçte ortaya çıkabilecek zorluklar ve bu zorluklara karşı geliştirilebilecek yöntemler üzerine bir yaklaşım olacaktır. Bunu yaparken öncelikle şair, okur ve çevirmenin temel işlevleri sorgulanacak, sonrasında modern İspanyol şiirinin gelişim süreci izleğinde, XX. yüzyıl sonu İspanyol şiirine yön veren şairlerin poetikalari saptanarak, İspanyolcadan Türkçeye çevirdiğimiz şiirlerle örneklendirilecektir.

Şiir, çevrilen ama çevrilemez olduğu kabul edilen bir yazınsal türdür. Onun çevrilemezliği, sözcüğü sözcüğüne çevirisinin olanaksızlığında gizlidir. Ancak modern şiir söz konusu olduğunda hedeflenen kuşkusuz şiirin sözcüğü sözcüğüne çevirisi değildir. Çünkü şiir çevirisi, şiiri bir bütün olarak algılamak ve bu bütünlüğü başka bir dilde yeniden yaratmaktan ibarettir. Bunu yaparken sözcüğün önemini, modern şiirin yapı taşlarını oluşturduğunu, başka bir deyişle, ‘söylenen’ ve ‘söylenmeyen’ her sözcüğün,- anlamı, çağrışım alanı ve müzikalitesiyle birlikte- şiirsel bütünlüğün bir parçası olduğunu unutmamak gerekir. Bu yüzden şiir çevirisinde bu bütünlüğün eşdeğerini oluşturmaktan söz edilebilir ancak.

Bülent Bozkurt, ‘Her çeviri belli bir ölçüde değişmedir.’ derken konuyla ilgili görüşlerini şu sözcüklerle ifade ediyor:

“Çeviride her sözcüğe, deęişe, deyime aynı anlam bulma çabası, boşa çıkma olasılığı yüksek bir çaba gibi görünür. Her dilde kimi sözcükler

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türlü çağrışımlarla, bağıntılarla, yan anlamalarla yüklenmiştir: Sözcük vardır içinde kullanıldığı bağlama göre kılık değiştirir. Ama tüm kılıkları da gene o sözcüğün içinde saklıdır. Çoğu kez bir sözcüğü istemediğimiz yükünden sıyrıp soyutlayarak ona dilediğimiz anlamı veremeyiz. Belli bir sözcüğün yabancı dille anlamını bulma çabasına giriştiğimiz zaman çokluk bunu yapmaya çalışıyoruzdur. (Bozkurt, 1982:6)

Başka bir deyişle, sözcüğü yan anlamlarından kurtarmaya, ancak bizim istediğimiz bağlama indirgemeye çalışıyoruz. Oysa sözcüğün sözlük anlamı dışında bir etki alanı vardır ve bu alan yazınsal metnin nabzını tutar. Bu yüzden Jorge Larrosa, Faucault'un, yazından söz edildiği zaman aslında söz konusu olanın yazının kendi çevresinde bıraktığı boşluk olduğunun altını çizdiğini belirtir (Larrosa,1998:149).

Modern şiir, tam da bu boşlukta filizlenir. O, düşünceyle söylenemez olanın peşindedir. Bu anlamda, doğası gereği dile ve kavramsal düşünceye de kuşkuyla yaklaşır; bu yüzden kavramsal mantık ne kadar zihinselse, şiirsel mantık da o kadar sezgiseldir. Bir çevirmen, şairin duyarlık alanına girip onunla özdeşleştiğinde aynı duyguların farklı açılımlarla ifade etmek durumundadır, üstelik başka bir dil ve kültürde. Duygular evrenseldir ama ifade biçimleri değil. Bu yüzden okur olarak şairin uyandırdığı duyarlığı, çevirmen olarak kendi dilinin okurunda uyandırmak çevirinin en çetrefilli ve en zevkli anıdır. Bu, yaratım sürecinin başladığı andır ve bu sürecin özünde/mutfağında, -artık- bilinen bir tadı başka malzemelerle yeniden yakalama ustalığı vardır: çoğu zaman uzun ve her zaman sabır gerektiren yoğun, zahmetli ve zevkli bir süreç.

Öte yandan, söz konusu süreç hiçbir zaman çevirmenin öngördüğü zamanda bitmez. Borges'in söylediği gibi. "Bir insan istediğini okuyabilir ama istediğini yazamaz, ancak yazabildiğini yazar." Borges bu cümleyi 'okur'un ve 'okuma' işlevinin önemini vurgulamak için kurar şiir sanatı

üzerine verdiği konferansta. Hemen öncesinde kendini her şeyden önce bir 'okur' olarak tanımladığını ifade eder ve okuduklarının yazdıklarından çok daha önemli olduğunu altını çizer. (Borges, 2005:119)

Söz konusu yeniden yaratım süreci, başka bir deyişle fiziksel olarak çeviri işleminin yapılmaya başlandığı 'an', çok uzun ya da kısa sürebilir. Bunu yapıtın çevirmenle olan diyalogu, başka bir deyişle çevirmenle birlikte yapıtın kendi belirler. Değindiğimiz gibi uzun ya da kısa olabilir ancak her durumda yoğundur, öyle ki orijinal bir şiirin yazılma süreci kadar yoğundur. Bu yoğunluk -algısal, sezgisel, zihinsel, duygusal ve entelektüel- şiir çevirisinin olmazsa olmasıdır. Çünkü bu süreç artık şiirsel bir yaratım sürecidir ve bu süreç olmadan şiir olmaz. Aynı mantıkla, söz konusu bir şiir çevirisiyse, bu süreç olmadan 'çevrilen' şiir olmaz.

Yaratım sürecinin söz konusu 'yoğunluğu' yüzünden, bu süreçten çıktıktan sonra mutlaka şiire geri dönülmelidir. Tıpkı bir şairin, şiirinin yazdıktan sonra - çok sonra- yeniden geri dönüp okuması gibi. Bu biçimde 'uykuya bırakılmış' şiir/çeviri, bize bitmemişliğiyle -eksik ya da fazlalıklarıyla- yeni bir diyalog alanı aralar. Ya da bittiğini haber verir.

Çünkü bu süreçte bir şiirin nasıl ve ne zaman biteceğini çevirmen asla bilemez, şiir 'olduğu' anda -ne eksik ne fazla- bitmesi hedeflenen, arzu edilendir. Çünkü eksik şiirden söz edilemediği gibi bunun tersi de geçerlidir. Eğer bitmişse ve şair/çevirmen bunun farkında değilse o artık bir şiir değildir. Kaldı ki bu durum en tehlikeli olanıdır çünkü şiirle okur olarak diyalogu kaybetmiş bir çevirmen olarak ilerliyorsunuz, başka bir deyişle şiiri kaybetme yolunda ilerliyorsunuz demektir. Oysa şiir, her sanat yapıtı gibi, biteceği anı kendi belirler. Çok fazla unsurla uğraşırken bir yandan da bu hassas anı göz ardı etmemek gerekir. Çok basit bir nedenden ötürü: eğer söz konusu şiir çevirisiyse, çevrilen metin her şeyden önce şiir olmalıdır. Ve şiir, içinde artık ya da eksik hiçbir unsur barındırmaz, başka bir deyişle artık ya da eksik şiir olmaz.

Bu doğrultuda, şiir çevirisinde hedef odaklı çevirinin önemini vurgulayan Berrin Aksoy'un, konu hakkındaki fikirlerine değinmek yerinde olacaktır:

“Şiir çeviri eleştirisi, özgün şiir ve çevirisinin öncelikle sanatsal, biçimsel ve işlevsel değerlerinin metin içi ve metin dışı düzlemlerde değerlendirmeyi gerektirir. Şiirdeki etkinin çevirisinde yaratılıp yaratılmadığını söyleyebilmek için önce o etkinin kendi kültür ve yazın geleneğinde değerli ve anlamlı olduğunu unutmamak gerekir. Benzer etkinin çeviride yaratılması, çevirmenin yaratıcılığına bağlıdır ve işte bu noktada çevirmenin şair olması gerekliliği ortaya çıkar. Oysa eleştirmenler şiir çevirisinin bu yaratıcılığa el veren yönünü göz ardı ederek, çeviriyi özgünlüğünün bağlamında değerlendirerek, başka bir yazı geleneğinde “değerli” ve “sanatsal” olan değer ve sanatın aktarılması peşinde olmuşlardır.” (Aksoy, 2006)

Yaratım sürecinde kabul gören anlayış, şiirin şairler tarafından çevrilmesi gerektiğidir. Şair, her şeyden önce, “şiir” / “poesía” yazmadan önce “şiirleştirme” / “poetizar” işlemi yapan kişidir. Başka bir deyişle şiir, yaşamı / gerçekliği şiirleştirme işlemidir. Bu şiirsel bir algı, tanım yerine imgelem yoluyla, -rasyonel gerçeklik yerine- sezgisel, şiirsel bir gerçeklik kurma işlemidir. Şiir çevirisine gelince, bu işlem yerine getirilirken, hem okur, hem çevirmen, hem şair olmak, dahası biri olurken diğerinden vazgeçebilmek gerekir. Bu kıvamın tutturulmasında gerekli olan emek, sabır, cesaret ve haddini bilme çekiç darbeleriyle alçının içinde olduğunu bildiği ama görmediği ‘yapıtı’ görünür kılma çabasındaki bir heykeltıraş hassasiyetine benzetilebilir. Bu aşamada çevirmen altını çizdiğimiz gibi, yeterince cesur olmalı ama aynı ölçüde de haddini bilmelidir: şiirin ortaya çıkma aşamasında unutulmamalıdır ki, her ne kadar çeviri sorunlarını hangi metotla çözeceğine çevirmen karar verse de, son tahlilde şiirin yaratıcısı şiirin çevirmeni değil şairidir. Bu cümlemin altını sıklıkla çizmek gerekir, çünkü şairlerin, yaptıkları şiir çevirilerinde çoğunlukla kendi şiirlerini yazdıklarını gözlemliyoruz. Söz konusu durumda, asıl şair gözden

kaçırılıyor demektir, bu durum da –genel kabulün aksine- şair yeterince içselleştirilmemiş anlamına gelir ki bu da çevirmenin, çevirdiği şairin ve ait olduğu edebiyatın gerçek bir okuru olmadığına işaret eder. Yine –genel kabulün aksine-söz konusu olan anlaşılır bir durumdur. Çünkü iyi bir şair olmakla, başka bir dilde iyi bir edebiyat okuru olmak başka şeylerdir.

Bütün bu olası sorunlar, çevirmenin, çeviri işleminin başından sonuna kadar asla kaybetmemesi gereken bir izleği gerektirir. Çevirmen, çevirdiği dili, o toplumun tarihini, kültürünü, sanatın, edebiyatını, şairin o ülkenin yazını ve dünya yazınında neyi temsil ettiğini, dünya görüşünü, duruşunu, poetikasını, şiirin estetik değerini, üslubunu, şiirin biçim ve yapısını, sembol ve metaforlarını bilip hepsini hedef dilde şaire teslim edendir. Bu çeviriye fiziksel olarak başlamadan yaşanan ve yıllar alan uzun bir süreçtir. Çeviri alanımızı bildiğimiz diller değil öncelikle yaşadığımız bu süreç belirler.

Bu doğrultuda XX. yüzyıl sonu şiirini biçimlendiren şair ve şiirsel eğilimler eğilimler üzerinde duralım.

XX. yüzyılın sonuna doğru İspanyol şiirinde farklı şiirsel guruplar ve eğilimler gözlemliyoruz. Çoğu akademisyen olan pek çok şair, bir yandan kendi poetikalarını oluştururken diğer yandan da İspanya ve Avrupa'nın köklü şiir gelenekleriyle bağlarını koparmazlar.

Dönemin şiir haritasını çıkarmaya çalışırsak, söz konusu şairleri bir bölümüne öncülük eden Miguel D'Ors'un, seksenli doksanlı yıllarda da yazmayı sürdürdüğünü gözlemleriz. Şair, Franco'nun ölümünden itibaren XX. yüzyıl sonu İspanyol şiirinin belirgin özelliklerin biri olan şiirsel öznenin ön plana çıkarıldığı şiirler yazarak, genç şairlere özellikle Luis García Montero'nun kurucusu olduğu, aralarında Vicente Gallego, Felipe Benítez Reyes ve Jorge Riechmann'in da bulunduğu “deneyim şiiri” çizgisinde oluşan “öteki duyarlılık” grubuna, -Antoni Machado ve 50'li yılların önde gelen şairleriyle beraber- bir izlek oluşturmuştur.

Okuyalım:

Calendario Perpetuo
El lunes es el nombre de la lluvia
cuando la vida viene tan malintencionada
que parece la vida.

El martes es que lejos pasan trenes
en los que nunca vamos

.
El miércoles es jueves, viernes, nada.

El sábado promete, el domingo no cumple
y aquí llega otra vez –o ni siquiera otra:
la misma vez –la lluvia de los lunes.

(D'Ors,1991)

Ömrün Takvimi

Yağmurun ismidir pazartesi
bu derece kötü niyetli gelirken yaşam
yaşama benzeyen yaşam.

Salıları uzaktan trenler geçer
asla binmediğimiz.

Çarşamba perşembedir, cumadır ve hiçtir.

Cumartesi söz verir, pazar bu sözü tutmaz,
sonra yeniden buraya düşer –belki de yeniden bile
değil hep aynı- yağmuru pazartesilerin.

(çev. O. Öztunalı)

Bu şiirde olduđu gibi, bireyin gnlk hayattaki sıradan deneyimlerinin şiirin konusu olduđu, ‘byk çođunluk’ iin yazılan şiir, otuzlu yıllardan itibaren İspanyol toplumu, kltr şiirinde yerini kolayca bulur. Ufukta hissedilen İ Savařın varlıđının, ngrsnn bu eđilimdeki payı byktr kuřkusuz. řair, şiirinde, insanı, byk çođunluđu, temsil eden bir ‘ lirik zne’ye dnřr. Lirik zne, řairle okur arasında dolaysız bir diyalog alanıyla oluřan ortak ‘bir ben’ dir. Sz konusu diyalog alanı da kuřkusuz şiirin kendidir. Sade, anlaşılır, gnlk bir dili vardır. Saf şiir’in aksine matematiksel zaman ve mekndan kopmamıřtır. Bu dzlemde ‘zamansaldır’, ‘insan’ı anlatır. Dilin sadeliđi şiiri anlamayı kolaylařtırır, ancak çođu zaman sz konusu ‘kolaylık’ eviriyi zorlařtırır. nk yalın bir dilde şiirselliđi yeniden yakalamak zordur.

te yandan yzyıl sonu İspanyol şiirinde avangard geleneđin en gz alıcı isimlerinden biri olan Blanca Andreu, Ana Rosetti ile aynı izgide sembolizm ve srrealizm etkisinin belirginleřtiđi řiirsel yaratısını srdrr. Yine bu izgiye ok uzak olmayan bir konumda Jaime Siles ve Andrs Snchez Robayna’nın “sessizlik řiiri”nde, Mallarm’dan Paul Celan’a, Octavio Paz’dan Juan Ramn Jimnez’e kadar saf şiir geleneđinin, nesnelere zerindeki metafiziksel soyutlamanın yansımalarını gzlemleriz.

Bu şiirin evirisinde en byk zorluk, şiirin btnlđindeki ‘i ritmi’ ve onun uyandırdıđı tınıyı erek dile tařımaktır. İ ritim, şiirin nabzıdır, şiirin etkisi ve mzikalitesinin yapıtařıdır.

Okuyalım:

Música de agua
El espacio
-debajo del espacio-
es la forma del agua
en Chantilly.
No tú, ni tu memoria.
Sólo el nombre
que tu lenguaje escribe
en tu silencio;

un idioma de agua
más allá de los signos.

(Siles,1983)

Boşluk
-boşluğun altında-
Suyun biçimi
Chantilly'de.

Ne sen, ne senin adın
Senin dilinin yazdığı
Senin sessizliğine;

su dili
işaretlerden de öte.

(çev. O. Oztunali)

Bu şiirde sözcükler boşluğu biçimlendiriyor gibidir, boşluk sessizlikle örülmüştür. Görsel sanatlara en yakın yazınsal türün şiir olduğunu kabul edersek, modern şiiri de modern resme benzetmemiz işimizi kolaylaştırır. Modern resimde, kompozisyonu dengede tutan, estetik değerinin temelini oluşturan tuval üzerindeki form ve boşluklar, modern şiirde söylenen ya da söylenmeyen sözcüklerle yaratılan bir bütünlüğe denk gelir. Ancak okur'un ya da 'bakar'ın anlamlandırabileceği, söz'ün ya da form'un çağrışım alanıyla yaratılan bir iç ritim, bir bütünlüktür söz konusu olan. Bu yüzden modern sanat eksiktir, tamamlanmamıştır. okura'ya da bakar'a muhtaçtır. Ancak onun algısıyla, alımlamasıyla tamamlanır. Bu anlamda Jaime Siles çevirisindeki en büyük tuzak onun eksik bıraktığını tamamlamak olacaktır. Bu hataya düşmemek için onun söylediği kadar 'söylemediği' kelimeler üzerinde de titizlikle durmak gerekir. Çünkü bu tür 'kapalı' şiirler, başka türlü bir okumayı talep ederler. Öyle ki Siles, sonraki yıllarda görsel şiirler de 'yazarak', bize 'sözsel' olmayan bir okumanın yolunu açacaktır.

Bir başka şiirini okuyalım:

Ritornello

Nada hay en mí, sino esos horizontes
que alguien dormido contempla desde un mar:
desde otro mar, que acaso ya no no existe.

(Siles,1977)

Bende hiçbir şey yok sadece o ufuklar
uyuyan birinin bir denizden seyre daldığı:
öteki denizden, belki de artık mevcut değil.

(çev. O. Öztunalı)

Sembollerle örülmüş bu şiirde, bir yandan mistik ve romantik geleneği de içinde barındıran simbolist yaklaşımı gözlemlerken, diğer yandan da, '1914 kuşağı' ve Juan Ramón Jimenéz'le birlikte modern İspanyol edebiyatında öne çıkan saf şiir çizgisini fark ederiz. Bu çizginin en belirgin özelliği 'zamandışılık'tır. Matematiksel zaman ve mekândan

kopmuş şiirin çevirisinin temel işlevi şiirsel örgüyü tamamlayan kelime ve onun çağrışım alanlarını saptamaktır. Bu yüzden zorluk, öncelikle şiiri sezgisel mantıkla anlamlandırabilmek ve bu anlam dizgesini oluşturmakta gerekli olan çağrışım alanlarını saptayarak, Türkçede bu alanları açacak sözcükleri bulmaktır. Özetle; söz konusu olan şairin iç dünyasını yansıtmak için dış dünyanın deformasyonudur. Burada içselleştirilmiş, kişileştirilmiş doğa da, 'şiirsel ben' in bir yansımasından ibarettir. Bu doğrultuda, şair, gerçeklik duygusu yaratarak inandırıcı olmaya çalışmaz aksine okuru şiirin gerçekliğini anlamlandırmaya davet eder. Bu açık davette şiirin kilit noktalarını bulup açacak olan yine okurdur. Bu şiirde, değindiğimiz gibi, şiirin kilit noktaları söz kadar, sözün yokluğuyla da örülmüştür. Başka bir deyişle sözcük kadar sessizliğin kendi de bir imgeye dönüşebilir. Ve söylenmemiş sözün yarattığı, eksiklik, tamamlanmamışlık, ikirciklik, kuşku ve güvensizlik duygusu, şairin tam da ulaşmak istediği şiirsel gerçeklik alanını aralar. Bu nedenle çevirmen, bir yandan okur olarak şairin örtük bıraktığı bu gerçeklik alanını anlamlandırırken, diğer yandan da çevirmen olarak anlamı yine örtük bırakmalı, şairin açığa çıkarmadığını okura sunmamalıdır. Özetle, bu noktada okur ve çevirmen olarak işlevlerini net bir biçimde ayırmalıdır.

Öte yandan şiirin çevrilme sürecinde insana sabrı öğreten, bu işlemin verdiği estetik hazdır. Bu anlamda bir çevirmen olarak bize düşen her şeyden önce okuru olduğumuz şairi çevirmek ya da çevireceğimiz şairin 'okur'u olabilmek, şairi okuyabilmek onun yazdığı şiiri, oluşturduğu şiirselliği / poetikayı algılayabilmektir. Şiirselleştirme işlemi bir kez algılandığında bu işlem başka dillerde de yeniden yapılabilir, yapılmalıdır da.

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LANGUAGE TEACHING IN HIGHER EDUCATION

Muhammed NACAR⁴⁹

In our country language teaching has not been at the desired level for many years, and it has fallen behind due to inconsistent education policies and deficiencies in the education system. The importance of raising bilingual individuals has not been comprehended the way it should have been. Nowadays, the importance of language training and the negative effects of the deficiencies in language teaching has started to come to light particularly due to reasons such as the standardization of education systems and methods at an international level, the accreditation of university programs and the increase in the number of international student exchange programs.

The learning and teaching of a foreign language are education processes which differ from other major area courses in terms of the essence and quality. Firstly, it requires continuity, and it is a highly dynamic, variable, versatile and complicated process. Moreover, it is virtually a vocational education that requires absorbing skills such as reading, writing, listening and speaking and improving those skills by continuously using them instead of overloading of information in teaching major area courses such as history, sociology, physics etc.

As Lorente states “It is a well-known fact, accepted by most psychologists, that students assimilate knowledge in different ways. Several categories of learners have been identified: oral, visual, kinetic. This has doubtless implications for the second language classroom, as each of the types sees their learning boosted if suitable activities responding to

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their individual needs are furnished.”⁵⁰ That’s why each student should be observed carefully and various techniques such as drama, pair work, group work and so on should be applied throughout the second language education.

The impact of language teaching is significantly seen in internationally validated or international applications oriented education programs. For students who applied to programs in which language skills directly affect success and professional practice such as International Relations, Foreign Trade, International Law and Translation and Interpreting, one-year preparatory program in the related medium is mandatory.

During the preparatory program, an intensified education program aimed at active language usage is applied in order to help students reach the required competence in their second (or third) languages. On the other hand, it is seen that students who have received a complicated and inconsistent language education since elementary school struggle to improve their linguistic qualities to the required level in a period of time as short as one semester when transitioning to higher education. In such education programs in which language skills directly affect learning and professional applications. There may be courses aimed at language teaching and language teaching in a specific field during the normal period of study. In many circumstances, the results of this education is not sufficient due to the inadequacy of the information given in language preparatory program and/or elementary school, or the repetition of fundamental level language education with different methods.

For language preparatory classes to be able to successful in higher education, students need to develop their language progress with

consistent and qualified education in primary and secondary education and throughout their life chronically. Currently language education given before entering department for a year and being supported by Professional Language / Field Language courses is not enough to provide sufficient international professional qualification for students who did not take any language education or have poor background. The fact that interested, skilled and students who can afford private lesson, courses and study abroad improve themselves should not conceal the deficiency in our education system. A higher education degree student must be provided to be able to use at least one foreign language fluently and till achieving this point, language preparation and language courses in higher education have to be strengthen in terms of quality and quantity.

Universities do not give the due importance to foreign language education even though it plays a key role for them to reach targeted international qualified education. For example, while administration and strategic development plans of related universities based on foreseen activities of other faculty and departments, the making the foreign language strategic plan in accordance to requirements of universities does not even cross authorities' mind. This is clear example of how foreign language education is seen from executives in university structure.

According to Higher Education Law 2547, Article 49 it has been anticipated that: "Higher education institutions which give their education in a foreign language completely or partially... foreign language preparation education up to one year is applied... To develop foreign language knowledge of students during their normal education period, required precautions are taken by institutions constantly."⁵¹

51 <http://www.yok.gov.tr/web/denklikbirimi/2547-sayili-kanun>

However, although education in preparatory school is partially constant, parallel to bachelor's degree department curriculum and given in so called crowded classes with numbers up to 50 students in 2-3 hours per week obligatorily, it is obvious that this is all only for show.

Important steps to solution can be evaluated as creating settings where students can learn four skills at the same time with foreign students, away from crowded classes, popularizing speaking clubs and especially providing students with the opportunity of education in countries where the foreign language is native language for a certain period.

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YABANCI DİL ÖĞRENENLERİN SINAV KAYGI DÜZEYLERİ

Yrd. Doç. Dr. Dilek ÇAKICI

ÖZET

Bu çalışma, yabancı dil öğrenme sürecini olumsuz etkileyen sınav kaygısına öncelikle dikkat çekmek ve farkındalık yaratmak, sonrasında yüksek sınav kaygısını hafifletici önlemler almak amacıyla planlanmıştır. Araştırmanın amacı, İngilizceyi yabancı dil olarak öğrenen üniversite öğrencilerinin sınav kaygı düzeylerini belirlemek ve bu kaygının zorunlu veya isteğe bağlı olarak hazırlık okuma, yaş, cinsiyet ve okuyacakları bölümler gibi bağımsız değişkenlere göre anlamlı bir fark yaratıp yaratmadığını incelemektir. Araştırma, durumu betimlemeye yönelik ve tarama modeline uygun olarak yapılmıştır. Araştırmaya, Ondokuz Mayıs Üniversitesi, Yabancı Diller Yüksekokulunda öğrenim görmekte olan 301 öğrenci (211 kız, 90 erkek- 187 zorunlu hazırlık, 114 isteğe bağlı hazırlık) katılmıştır. Öğrencilerin yaşları 17-22 arasındadır. Araştırmada veri toplama aracı olarak Spielberger (1980) tarafından sınavlara ilişkin kaygı düzeylerini ölçmek için geliştirilmiş, bireylere kendilerini değerlendirme imkânı veren 20 maddelik 0-4 arası puanlanan Likert tipi bir ölçek olan “ Sınav Kaygısı Envanteri” kullanılmıştır. Envanter Kuruntu ve Duyuşsallık olmak üzere iki alt boyuttan oluşmaktadır. Araştırmanın sonucunda elde edilen bulgular Ondokuz Mayıs Üniversitesi, Yabancı Diller Yüksek Okulunda öğrenim görmekte olan öğrencilerin sınav kaygılarının her iki alt boyutta da düşük orta düzeyde olduklarını göstermektedir. Araştırmaya katılan öğrencilerin sınav kaygısının

duyuşsallık ve kuruntu alt boyutlarından aldıkları puanlar cinsiyete göre karşılaştırıldığında; kız öğrencilerle erkek öğrenciler arasında sınav kaygısının hem kuruntu hem de duyuşsallık boyutlarında anlamlı bir fark olduğu saptanmıştır. Bir başka deyişle, kız öğrencilerin erkeklerden her iki alt boyutta daha kaygılı oldukları belirlenmiştir. Ancak, sınav kaygısı ile yaş arasında anlamlı bir ilişki saptanmamıştır. Ayrıca, zorunlu hazırlık sınıflarında okuyan öğrencilerin duyuşsallık boyutunda hazırlık sınıfını isteyerek okuyan öğrencilere göre daha kaygılı oldukları belirlenmiştir. Sosyal ve sayısal alanlar olmak üzere iki ana başlık altında toplanan bölümlere göre yapılan değerlendirmede sosyal alanlarda öğrenim göreceğ öğrencilerin sınav kaygılarının hem kuruntu hem de duyuşsallık boyutunda sayısal alanlarda öğrenim göreceğ öğrencilerden daha yüksek oldukları sonucuna ulaşılmıştır. Elde edilen verilere dayanarak ilgili literatür ışığında yabancı dil olarak İngilizce öğrenen Türk üniversite öğrencilerinin sınav ve sınanmayla ilgili olumsuz duygu ve yaklaşımları değerlendirilmiştir. Son olarak, kaygıyı hafifletme ve başa çıkma yolları ile ilgili öneriler sunulmuştur.

ZORUNLU İNGİLİZCE (51) DERSLERİNİN UZAKTAN EĞİTİM YOLUYLA VERİLMESİNİN ARTI VE EKSİLERİ

PROS AND CONS OF OFFERING COMPULSORY ENGLISH COURSES (51) THROUGH DISTANCE EDUCATION

Assist. Prof. Dr. İsmail Yaman¹

ÖZET

Hemen her akademik yıl öncesi kaldırılıp kaldırılmayacağı gündeme gelen ortak zorunlu İngilizce dersi üniversitelerde yıllardır okutulmaktadır. Ancak verimliliği konusunda hep soru işaretleri olan bu ders hem öğrenciler hem dersi veren öğretim elemanları hem de idareciler açısından tam olarak benimsenememiştir. Özellikle de üniversitenin il merkezi dışında bulunan birimlerine merkezden öğretim elemanı göndermek çoğu üniversitede sorun olagelmıştır. Var olan bu durumları dikkate alarak son birkaç yıldır Türkiye'deki üniversiteler adım adım bu dersi uzaktan eğitim yoluyla vermeye başlamışlardır. Bu durum özellikle devlet üniversitelerinde oldukça yaygın bir uygulama hâline dönüşmektedir. Ancak bazı üniversiteler uzaktan eğitim sisteminin yabancı dil öğretiminde yüz yüze eğitimle kıyaslandığında zayıf kalacağını düşünerek diğer ortak zorunlu dersler Türk Dili ve Atatürk İlkeleri ve İnkılap Tarihi derslerinde bu uygulamayı başlatmış olmalarına rağmen İngilizce dersi için yüz yüze eğitime devam etme kararı almıştır. Uzaktan eğitim son zamanların en gözde eğitim yöntemlerinden birisi olmakla beraber elde edilecek verimliliği özelde ortaya çıkan koşullar belirlemektedir. Dolayısıyla üniversitelerin bu dersi kendi veya anlaşma yaptıkları diğer üniversitelerin uzaktan eğitim merkezleri aracılığıyla vermeleri bazı artı ve eksi durumlar ortaya koymaktadır. Örneğin, söz

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konusu ders için uzaktan eğitim sistemine geçen bazı üniversiteler sadece asenkron ders anlatımlarını kullanırken bazı üniversiteler ise asenkron dersleri düzenli aralıklarla yapılan senkron derslerle desteklemektedir. Üniversitelerde bulunan öğrenci sayısı da sistemin sağlıklı bir şekilde işleyebilmesini etkileyen önemli etkenlerden biri olarak karşımıza çıkmaktadır. Benzer şekilde, senkron veya asenkron İngilizce derslerini verecek olan öğretim elemanlarının sayısı, niteliği ve uzaktan eğitim konusundaki deneyimi de olumlu veya olumsuz durumlar ortaya çıkarabilmektedir. Bu çalışma son yıllarda ortaya çıkan bu eğilimi üniversitelerin mevcut koşulları ışığında hem öğrenciler hem de öğretim elemanları açısından avantajları ve dezavantajlarıyla ele almayı amaçlamaktadır.

Anahtar Sözcükler: zorunlu İngilizce dersi, uzaktan eğitim, artı ve eksiler

EXPLORING ELT STUDENTS' LEXICAL AWARENESS OF THE BRITISH AND AMERICAN VARIETIES OF ENGLISH

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ABSTRACT

Although English holds a strong position as the lingua franca all over the world, its use is not limited to a single standard form. Its main varieties like American English, British English, and Australian English all possess specific characteristics and differ from one another in terms of points like grammar, spelling, lexical choice, and pronunciation. This study aims to find out the extent to which students attending

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the English Language Teaching Programme (ELT) at Ondokuz Mayıs University are aware of the major lexical differences between American and British English which constitute the most commonly used varieties of English. To this end, 42 randomly selected undergraduate ELT students were administered a short test consisting of two parts; one on the written differences of lexical items and the other one on the pronunciation differences. Just before the test, each participant was asked whether they preferred British English, American English, or a mix of them. The analysis of the answers given for this pre-question shows that 21 participants reported British English, 11 participants American English, and the remaining 10 participants a mix of the two. In the first part of the test, the students were asked to identify the British and American versions of the provided 15 written entries like the couples of apologise-apologize and elevator-lift. In the second part, the students were asked to pronounce the provided 10 words like advertisement, schedule, and can't to a voice recorder. The statistical analysis of the total number of errors in the first part indicates an average of 5/15 errors per student and the couple of fulfillment-fulfilment appears as the most frequent error (made by 33 students). The analysis of the recorded pronunciations in the second part suggests that none of the students produces a uniform pattern of pronunciation; that is all of the participants, with varying percentages, yield a mixed pronunciation style employing British version for some of the words and American for the others. These findings clearly demonstrate that the participants are not totally aware of the lexical differences, both written and oral, between American and British English. It is suggested that more time should be allocated to the consolidation of the major differences between different varieties of English under courses like Vocabulary and Listening and Pronunciation in the ELT curriculum.

Keywords: British English, American English, lexis, pronunciation, variety

