

Journal of International Economy and Business

A join edition of the Institute of Social Sciences and Institute of Technologies of Perun Academy
Publishing Company: PSP Publishing
ISSN: 2367-6035
Issue 6, Year VI (2018)
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Opportunities for development of the wine tourism in Tikvesh region of Republic of Macedonia – on the way to the wine

Tanja Angelkova Petkova, Faculty of Tourism and Business logistic, Gevgelija; University of Goce Delcev - Shtip, Republic of Macedonia
e-mail: tanja.angelkova@ugd.edu.mk
Cvetanka Ristova, Faculty of Tourism and Business logistic, Gevgelija; University of Goce Delcev - Shtip, Republic of Macedonia
e-mail: cvetanka.ristova@ugd.edu.mk
Gligor Prodanov
e-mail: mipro@t-home.mk

Abstract.

In this paper we will see the potentials for tourism development in the Tikvesh region in Macedonia. Special attention will be given to the opportunities for development of wine tourism, as well as the ways in which the local self-government and the whole local community can be involved in the development of this branch.

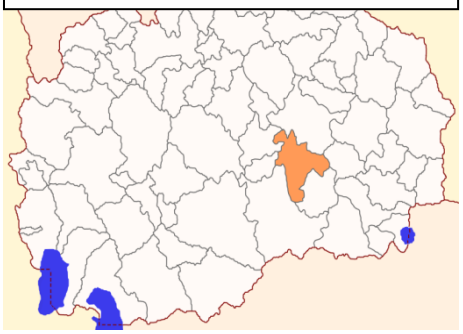
The Tikvesh region has excellent potentials for the development of wine tourism. The exceptional location, the pleasant climate, the existence of cultural and historical landmarks and traditional manifestations, the abundance of local food products of high quality, the long-standing tradition in catering expressed in a number of well-arranged and equipped catering facilities, and certainly the production of many varieties of wine with exceptional quality are excellent preconditions for the development of wine tourism.

Keywords: tourist destination, tourism, wine, wine tours, wineries.

1. Introduction

The Municipality of Negotino is located in the central part of Republic of Macedonia, in the area of the middle Povardarie. It belongs to the Vardar region, and as a special natural environment belongs to the Tikvesh-Vardar region. It covers the eastern part of the Tikvesh valley, on both sides of the river Vardar. The favorable geographical position, as well as the pleasant climatic conditions in most of the year, make the Municipality of Negotino particularly suitable for the development of transit tourism and weekend tourism.

Photo 1. Municipality of Negotino



The developed agricultural production, especially emphasizing the production of many types of garden products, developed animal husbandry, hunting and fishing, and of course the tradition of producing quality grape and wine types, make the Negotino Municipality a very suitable location for development of gastronomic and wine tourism. When to all these, we add the existence of the large number of cultural and historical monuments in the immediate surroundings, as well as the existence of traditional cultural manifestations, we can perceive the potentials for tourism development in the Municipality of Negotino, especially for development of wine tourism as a specific form characteristic for viticulture and wine regions. It should be kept in mind that most of the areas are represented by the grape vine. The municipality of Negotino has an annual production of 25 million kilograms of grapes.

2. Production of wine and alcohol beverages

The tradition of wine production in Macedonia and Tikvesh region is centuries old. From the times of the Roman Empire, it is written that miraculously powerful wines with the smell of the south, taste of the song and smiles of the people living in these areas are produced in Macedonia.

In creating this long wine tradition in our country, there are included countless valuable and skilled winegrowers and winemakers from the past to the present. Large share in the producing, nurturing and promotion of that tradition in the country and around the world belongs exactly to the winegrowers and winemakers from the Municipality of Negotino, as an integral part of the Tikvesh region. The top wines that are produced today are the result of the perfect blend of the earth, the sky, the sun, the best grapes from the Tikvesh region and the cutting-edge technology and knowledge of wine masters.

In the period from the end of XIX and the beginning of XX century, the entrepreneurial spirit of individuals and respectable families in the region, who perceive the potential for development and commercialization that are offered, they begin to create wine cellars. In these wine cellars, quality bottled wines are begin to be produced on whose labels the geographical origin of the wine is clearly highlighted. With this, the centuries-old tradition of wine production for the first time receives a name that generically connects with the region in which it originates, and that is the Tikvesh region.

The first mention of wine from Tikvesh region is in a written document from 1885, which is also considered as the year when the organized production and sale of wine in Macedonia started for the first time. The appearance of the phylloxera disease in 1914 almost completely destroys the authentic grape varieties such as Zilavka, Stanushina, Mustenik, Plovdina, Belcherche and Sivyak, hitting the vineyards in the wider region. But Tikvesh's winegrowers and winemakers united and were carrying the US hybrid grape varieties, for viticulture and wine production in Tikvesh to shine again.

A period between the two world wars is a time when the wine production in Tikvesh region gets intensity. The wine becomes recognizable in the Balkans and beyond. With the passing of the Law for nationalization of private property from 1946-1948, in order to increase the production of grapes, wine and brandy (rakija), the state formed enterprises that include all nationalized properties, vineyards and wine cellars owned by well-known winegrowing families. Sometime later, the construction of modern wine cellars increased with multiple capacities.

3. Wineries in the region of Negotino

Winery "Povardarie". The winery "Povardarie" was founded in 1963. Like all other state wineries in Macedonia in that time, it was established for the production of bottled wine. In 1990, the winery was privatized, and in 2008, the Serbian wine and juice producer "Wine Zupa" took over the management of the winery, buying more than 90% of the shares. The capacity of Povardarie is 30 million liters, while the current production is about 20 million liters. Unfortunately, more than 90% of the production is exported as bottled wine, and only a small part of the wines are bottled.

Povardarie produces wines from several different grape varieties. The white wines are produced by Chardonnay, Riesling, Smederevka, Temjanika, Traminec and Muscat. The red wines are produced by Cabernet Sauvignon, Merlot, Pinot Noir, Vranec, Kadarka and Plavac Mali. Not all of these wines are sold in the Macedonian market.

The winery does not own its own vineyards, therefore the entire required amount of grapes is purchased each year from the subcontractors. They also produce brandy "Lozova zolta" and the same type of brandy, but ripened in barrel is called "Old Lozova Zolta".

Winery "Venec". The winery "Venec" is part of an agricultural company called "Venec", which was established in 1956. It owns 600 hectares of land, of which 300 hectares are under vineyards, and the rest with a variety of agricultural products. In 1995, the agricultural company was privatized and transformed into a joint stock company. In that year also, the quality of the wine is being improved. They were used to produce wine only from the variety Kratosija, and today they also produce wine from the varieties of Vranec, Cabernet Sauvignon and Merlot. About 70% of the wine production in this winery is red, but "Venec" produces also white wines from the varieties Chardonnay and Smederevka. The capacity of the winery is 135,000 liters, and the current production is between 80,000 and 100,000 liters.

Their Kratoshiya drink, which has 16% alcohol, and which can be bought only in the winery, is perhaps one of the best Kratoshiya in the Country. The vineyards of the winery "Venec" are mostly located in the triangle between the villages Dolni Disan, Gorni Dissan and Vesje, where the microclimate and the territory give the best grapes in the country, and are located at an altitude of 250 to 500 meters and are not mostly irrigated. "Venec" produces much more grapes than is needed for their wine production.

Their wines cannot be found in the shops, but only in certain restaurants across the country, and most of them are being sold in the winery. During the last 15 years, in the traditional wine-growing region of Negotino, several smaller wineries have been established, which emphasize the production of high quality wines, as well as the development of wine tourism. These wineries do not have accommodation facilities yet, but there are already adequately equipped facilities for tasting quality wines and traditional dishes in this region.

Winery "Bovin". The winery "Bovin" was founded in 1998 and is the first private winery in Republic of Macedonia. Beginning with a modest capacity of 120,000 liters of exceptional quality wine, in 1999 they were selling their first wine for six times of the price of "T'ga za jug", the leading wine at the time.

From there begins the story of producing quality bottled wine, which was followed by almost all private wineries in the Country. Today this winery has a capacity of one million liters, and production equals the capacity. "Bovin" today owns about 65 hectares of own vineyards whose average age is 12 years. The vineyards are planted with the following wine varieties: Chardonnay, Muscat Incense, Sauvignon Blanc, Traminec and Smederevka of white wine varieties, as well as Cabernet Sauvignon, Vranec, Merlot, Tempranilo, Cabernet Franc, Sangovese, Sira, Pinot Noir and Petit Verde of the red wine sorts.

The remaining required grapes are purchased from checked subcontractors with whom they cooperate for years. Bovin currently offers as many as 34 different wines divided into 4 segments: Quality, Superior, Barrique and Dessert, and in their range of products they offer 3 types of vine brandy, as well as brandy cherry.

The "Bovin" winery has an elegantly arranged space for tasting their high-quality wines with a capacity of 30 guests, also a restaurant and several apartments are under construction overlooking the already built pool and vineyards in the background.

Winery "Dudin". The winery "Dudin" is located on a magnificent property in the village Krivolak, near Negotino. Starts working in 2004, and produces only quality bottled wine. The capacity of the winery is 500,000 liters. They produce white wines from the varieties of Riesling, Chardonnay and Sauvignon blanc, and from the red wines Merlot and Cabernet Sauvignon, while their Rose is made 100% of the Cabernet Sauvignon variety. Besides these varieties of wine, they also have three excellent baroque wines, Akrato Barik Chardone, Akrato Barik Merlot and Akrato Barik Cabernet Sauvignon.

The winery does not have accommodation facilities, but it has an attractive space for tasting their wines with top quality, arranged in a traditional style.

Winery "Pivka". The winery "Pivka" is a family winery, and was founded in 2002. One third of the wines of "Pivka" are produced from their own grapes, and the rest of the grapes are bought from agricultural cooperatives, therefore the main oenologist is working together with the growers of these cooperatives to produce the best grapes.

Winery "Pivka" has a capacity of 300,000 liters, and currently produces 7 varieties of red wine: Vranec, Merlot, Cabernesovonjon, Kadarka, Pinot Noir, Vranec Barik, Vranec Premium and Cabernet Sauvignon Premium, while the white wines produce varieties: Rhine Riesling , Chardonnay, Traminec and Zilavka, also produces Rosa which is obtained from the Pinot Noir variety.

The winery does not have accommodation facilities, but has a nicely decorated space for tasting their wines with top quality.

Gallery museum of the wine

What is particularly interesting from the aspect of our subject of processing is the fact that the Museum of Negotino in its competence includes a Museum - wine gallery, which is located in the rooms of the monastery "St. George". The main purpose of the Museum - wine gallery is the protection of artifacts related to viticulture and wine production in the region of Negotino, so it contains numerous archeological findings and ethnological objects from these areas.

Museum of wine - Demir Kapija

The Museum of wine in Demir Kapija was opened in 2010. It has a rich collection of artifacts that are related to the production of grapes and wine in these areas, which has a millennium tradition. The museum contains three sections: an archaeological department, a wine cellar and a gallery for exhibitions and presentations.

The numerous exhibits in the Museum of wine speak for the rich tradition of the wine culture in this region, recorded through the numerous displays of the god Dionysus - the god of wine and bahanli, various wine drinking cups, antique wine mixing vessels originating from this region, tools for processing the land, etc.



Photo 2. Gallery - museum of wine

Traditional manifestation - The wine week

The wine week is held in the second week of February, in honor of St. Trifun, which is considered as a protector of the vine-growers. During the Wine week, several activities are organized, such as the Wine Fair and alcoholic beverages (from a competitive character), expert seminars and presentations, sales exhibitions of old crafts, and a rich folklore program with the participation of local and international ensembles .

The main event of the Week of Wine is held on February 14th, the day of St. Trifun, when the traditional vineyard cutting is made in presence of priests and distinguished guests. The cutting is followed by a rich cultural and artistic program and tasting of the young wine of all producers from the territory of the Municipality of Negotino by the present citizens and visitors.

For this occasion, the bakers from the Municipality of Negotino are preparing the traditional "Negotinska pita", with a record set in 2011 of "Negotinska pita" of 20 meters in length and 40 centimeters wide.

Wine tour

When organizing the wine tours, the excellent geographical position of the Municipality of Negotino should be kept in mind. Located in the central part of the Republic of Macedonia, on the highway M-1, the regional road M-7 and the railway line Tabanovce-Skopje-Veles-Gevgelija, as well as the relatively small distance from two airports. The municipality of Negotino is easily accessible for potential visitors.

The new section of the Demir Kapija - Smokvica highway has made the Municipality of Negotino fast and easily accessible for the visitors coming from Thessaloniki region, or who those who use the international airport, which is only 140 km away. The low price of airline tickets from the low-cost airlines that travel to Skopje and Thessaloniki airports can be one of the most important factors during the promotion of wine weekend tours in the region of Negotino for the potential visitors from foreign tourist markets.

Although the accommodation capacities in the Municipality of Negotino are still not satisfied from the aspect of the available number of beds, the increase in the quality of accommodation is noticeable, through investments in modern arrangement of hotel and motel rooms, by introducing wi-fi and digital TV, as well as by building additional contents like swimming pools and gymnasiums, which contribute for the comfort of the guests.

Although, the increased number of guests through these wine weekend tours will increase the interest of the owners of wineries for their own investments in accommodation facilities. As noted above, some of the wineries have already started investments of this type, through the construction of apartments, restaurants and swimming pools within their complexes.

Another important factor, of course, is the increased interest of the wineries for engaging professional staff in the field of tourism and catering, in order to avoid improvisations and to raise the quality of the services in the tasting and presentation of their production.

The wine tasting should not be limited to the wineries and their tasting salons. It is desirable to be organized some visits to the vineyards, combined with picnics at local picnic locations, where tasting of local wines and local traditional foods, preferably prepared on the spot in a traditional way, will be organized in a pleasant ambience for the visitors, including the symbolic participation of the guests in its preparation. It can be as a preparing a barbecue, a lamb on heat, a stew in a boiler, and like that.

Also, the wine tasting should be organized in the local catering facilities, especially in traditional-style restaurants, necessarily followed by tasting the local traditional dishes, and possibly followed by live music from old Macedonian style. It will only enrich the impression of the guests, and will enable them to fully enjoy the beauties of our country. Although, the ultimate goal of all this is the idea of the guests to wish to repeat this experience, but also to share their impressions to the people they communicate in their environments, and to expand the circle of potential new guests.

The wine tour should not be reduced to a continuous tasting of local wines and local cuisine. Apart from being unhealthy, it can cause monotony among the guests, and that is certainly not good for the overall impression. Therefore, additional activities should be organized for the guests, such as visiting the archeological site "Stobi", or visiting local museums, especially for those which are related to viticulture and wine production.

Especially interesting for the guests can be visits the workshops for old crafts, which have permanent sales exhibitions, such as woodcarving workshops, or workshops for making embroidery. Here, the guests can get in know with the old crafts that are being restored in the Municipality of Negotino, and also to buy souvenirs with motives from viticulture and wine production, as authentic and valuable memories of their visit. It will not only pleasure to the guests, but will also have a positive financial effect for these workshops for old crafts.

Also, the guests should be able to get in touch with the locals in order to get in know with our lifestyle and habits. For this purpose, in the evenings, can be organized some coffee drinking in the Old Bazaar, which from April to October is the favorite youth gathering place for going out and entertainment. In the Old Bazaar, it is usual in the days of the weekend to have live music, which in its side creates a relaxed atmosphere for socializing and relaxation.

This kind of friendship will help the guests to develop the feeling that they are accepted and welcomed in the local environment, which will additionally improve their general impression on the wine tour.

Conclusion

From all of the above, it can be concluded that the Municipality of Negotino has excellent potentials for development of wine tourism. The exceptional location, the pleasant climate, the existence of cultural and historical landmarks and traditional manifestations, the abundance of local food products of high quality, the long-standing tradition in the hospitality expressed in a number of well-arranged and equipped hospitality facilities, and certainly the production of many varieties of wine with exceptional quality are excellent preconditions for the development of wine tourism.

Although, there are disadvantages, such as the insufficient number of beds in the accommodation facilities, or the insufficient arrangement of the picnic sites, and these are certainly areas where should be paid more attention in the upcoming period. What is missing is the more serious level of organization and coordinated activity of all entities that should be involved in the tourism development in the Municipality of Negotino, and especially in the development of wine tourism.

The local self-government makes efforts to raise the awareness of the entities that should be involved in this development in a more serious way, and on its side they regulate the development of tourism in the Municipality of Negotino at the normative-legal level through the adoption of Strategies and Action Plans for local economic development that treat the development of tourism with seriousness.

Also, in the past few years, the local self-government, through active participation in regional projects such as "Tikves Wine Road" and "Wine Cluster", financed by foreign donations, tried to give impetus to the development of wine tourism within its competencies. However, cannot be avoided the impression that such Strategies, Action Plans and internationally funded projects, does not matter how they have been expertly developed and implemented, they cannot fully attract the attention of the private economic entities to which they relate. This is due to the fact that private business entities always have the profit as the first motive, and do not always have an understanding of terms such as "general good" or "better future".

In order to bridge this hurdle, it is necessary, before the private entrepreneurs to present a strategy that will address them in their language, actually, a strategy that will make a serious "cost/benefit" analysis and which will explain in detail the possible benefits of organized and coordinated performance in the development of wine tourism on the level of Municipality of Negotino.

Such an approach will alleviate the rivalries between private economic entities in the same area of action that are present, and will enable the creation of a recognizable and well-thought tourism product that has the potential to bring significant financial gains, as for economic entities that which are directly included in it, as well as for the entire local community.

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The site of “Mrdaja” – Star Dojran, having a touristic function in The Republic of Macedonia

Tanja Angelkova Petkova, Faculty of Tourism and Business logistic, Gevgelija; University of Goce Delcev - Shtip, Republic of Macedonia
e-mail: tanja.angelkova@ugd.edu.mk
Nikola V. Dimitrov, Faculty of Tourism and Business logistic, Gevgelija; University of Goce Delcev - Shtip, Republic of Macedonia
e-mail: nikola.dimitrov@ugd.edu.mk
Aleksandar Karakabakov ,National institution Museum of Gevgelija; Republic of Macedonia, e-mail: a.karakabakov@yahoo.com

Abstract.
The subject of this research is a ceramic material from the site of "Mrdaja" in Star Dojran, Republic of Macedonia. The material is protective and systematic archaeological research work at this site from 2012 and 2013. By observing the ceramic material, according to a predetermined program, the research will cover a thematic description, a technique analysis (roasting technology and baking stages and a technique of shaping and processing ceramics), analyzing and detecting the causes of the condition (type and degree of impaired), visual (under magnifying glass or microscope) and physical and chemical analysis of samples and making digital photo documentation. The purpose of the conservation research is the preparation of a project for the conservation and restoration of ceramic material. The research works will enable the determination, precision of the chronology, obtaining new data and a clearer picture of the material from this important site and until now the only pile settlement on the shores of Dojran Lake.

Keywords: Cultural Heritage, Conservation, Restoration, Tourism, Tourist Destination.
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Introduction

In 2012, at the location of the autocamp of "Mrdaja", owned by the Ministry of defense of the Republic of Macedonia, during the excavation of earthworks, the remains of a cultural heritage were discovered. With the undertaken protective archaeological researches, which continued in 2013, it was concluded that in fact it is a pile settlement from the late Bronze Age, the first of its kind on the shore of Lake Dojran. With these researches, a number of findings of ceramics, bronze, stone, flint and bone were discovered.

In addition to the damage and fragmentation of ceramics, it has been found that many of the fragments have close interconnected stylistic features and belong to the same or similar vessels in shape and size. A more precise description of their shape and dimensions will be made possible during the implementation of conservation and restoration.

This project will cover ceramic items that, with conservation and restoration and their full processing, will provide a clearer and complete picture of this important site as well as the cultural period as a whole. In the future, by valorizing it, it would be a tourist destination that would enable tourists and visitors to get an extraordinary opportunity to experience time travel. However, there is a cultural heritage that we should proudly show to the world, because it also has its own beauty, history, and story. Maybe we should only update our story in the function of cultural tourism!

Types of cultural heritage for the needs of tourism

This paper will cover the classification of cultural heritage in terms of cultural tourism, in order to obtain a basic picture of the different categories of cultural heritage, i.e. we will analyze and compare several archaeological sites in the country and abroad that are engines in cultural tourism, for the purpose at mapping the cultural heritage in the municipality of Dojran which will be the target of tourist valorization.

Culture is one of the valid instruments of cooperation and is a coupling force for the development of tourism. The historical - cultural heritage and tourist values in a region are an important prerequisite for the development of cultural tourism. The place of cultural tourism is especially important because if we want our country to become a cultural and tourist destination, we must affirm the cultural treasures that the Republic of Macedonia possesses.

At a conference held in Paris, attended by UNESCO member states from 17th October to 21st November 1972, a decision was made to consider cultural heritage (UNESCO):

Places: Human's actions or a combination of works of nature and human, and areas including archaeological sites that is of exceptional universal value from a historical, ethnographic or anthropological point of view.

At the same meeting, each member state to this Convention recognizes that it has a duty to provide identification, valorization, legal protection, reserved protection zones, conservation, presentation and transfer of future generations of cultural and natural heritage referred to in paragraphs 1 and 2 and are its territory, belong primarily to that state. (UNESCO).

We can say that regardless of whether the classification of cultural heritage is international or national, it is based on a number of characteristics that they possess and according to which the different types of cultures, as well as the various goals and needs, according to which special organizational schemes for appropriate treatment and availability of information are prepared.

Whether the cultural heritage can be transferred or not, it can be divided into **movable** and **immovable**. (According to Article 3 of the Law on Cultural Heritage of the Republic of Macedonia).

Movable cultural heritage includes mainly objects that are characterized by smaller dimensions and are not an integral part of the immovable cultural heritage. That is precisely the reason that allows them to be transferred from one place to another, from the place where they will be found to the place where they will be. In a new context, which is called museological, they are further treated as objects of the museum.

Because of the nature of the movable cultural heritage that can be transferred from one place to another, through museums it can be protected as individually good or as a collection and be a subject to tourist popularization and promotion.

Unlike movable objects of heritage that are characterized by their portability and ability to transfer from one place to another, **the immovable cultural heritage** (represented by cultural monuments) is opposite to them tied to the ground, therefore the spatial component plays a completely different role .

The space for immovable heritage is a permanent location on which it is located, unlike movable objects, for which space is the only place on which the inheritance is stored for a certain period of time. It is precisely the intolerance of the immovable cultural heritage that enables it to be protected and be subject to tourist valorization. It cannot be transferred to another space, thus enabling data protection for its origin, while at the same time it can perform a certain function.

The protection of the immovable cultural heritage is accomplished by its obligatory inclusion in the spatial and urban plans and in the plans and programs for protection of the environment and nature, as well as with its treatment as a factor of sustainable economic and social development, especially in the direction of the development of cultural tourism, housing, specific occupations and education.

Whether it's movable or immovable, the primary goal of immediate protection is to preserve the cultural heritage in its original state. "Direct protection" means the procedures or methods of conservation, restoration, reconstruction, rehabilitation, adaptation, prevention and any other kind of direct intervention of protected goods undertaken in the public interest.

With the preparation of the project for conservation and restoration of ceramic material, the research works will enable the determination, precise chronology, obtaining new data and a clearer picture of the material from this important site and thus the only pile settlement on the shores of Dojran Lake.

In addition to this first pile of settlements on the shores of Dojran Lake, several such pile-up settlements in Macedonia were discovered on the shore of the Ohrid Lake: the Bay of Bones, the site Ploca Michovgrad, near the village of Peshtani, the sites: the Bay of Bombs and the Bay of Pigs near the village of Trpeica, the site Penelopa in the city of Ohrid, the site Usta of the Drim in Struga and the site Vrbnjak near the village of Kalishte, Struga.

In the neighborhood, in the Republic of Albania, the same pile settlement on the lake Malich near Korcha and in the Republic of Greece was discovered near the village of Dupyak on the Kostur Lake.

On the localities of the Bay of Bones on the shores of Ohrid Lake in Macedonia and the village of Dupyak on the shore of the Kostur Lake in the Republic of Greece, reconstructions of several dwellings in the pile settlements were made with an appropriate inventory of them which represent a tourist attraction for visual experience of the manner and conditions of living of inhabitants of these pile-dwelling settlements in the bronze period. With the continuation of archaeological research at the site of Mrdaja and obtaining satisfactory exploration surfaces, it is possible in the future that such a reconstruction of the pile-dwelling should be done on the shores of Dojran Lake, which would extend the tourist offer of the city of Dojran.

Valorization, i.e. evaluation, is included in the basic factors of social life. Cultural heritage is an important component in the development of tourism and it should be a subject to a special regime of protection if we want to realize tourist valorization of cultural resources. Namely, the cultural values in the tourist offer of a certain space should be understood not only as objects of the past with a special regime of protection, but also as places where tourists should be welcomed and where they will feel comfortable. From this comes the importance of the

valorization of cultural values for which it is necessary to conduct extensive research, present and promote the real values.

The process of valorization is nevertheless the most important precondition for the successful incorporation of the pile settlement on the Shore of Dojran Lake in the tourist offer complex. In order to successfully incorporate the cultural heritage in the tourist offer, it is necessary to develop and adopt modern methods of valorization from the aspect of its proper integration into the tourist offer of the municipality of Dojran and the region.

Incorporation of cultural heritage goes through four phases:

1. Precise determination of the subject of analysis;

2. Phase of scientific valorization;

3. Stage of potential tourist value;

4. Tourist valorization process.

In the first phase, **precisely determining the subject of analysis**, the most significant part in this phase is the inventory, collection and classification of the entire documentation for the object. This procedure is carried out by specialized protection institutes, but other experts can be engaged as needed.

Second phase, **scientific valorization of the monument of culture**. The basic axioms of scientific valorization are: professional expertise, recognition of the integral values of the pile-up settlement in its entirety and in all layers of its development, including today's; and the general value or complex perception of a series of individual values - utilitarian, aesthetic, cultural - historical values, values of old age and rarity, originality, educational, space - ambient, material and other values. The results obtained from the scientific valorization of the monument of culture are crossed with certain criteria important for its use for tourist activities:

- The location of the settlement itself, in wider spatial constellations, in relation to an already existing, established or envisaged tourist region, zone or place, equipped with tourist equipment (hotels, restaurants, etc.);

- Access, infrastructure connectivity, tourist equipment and settlements;

- Distance from the tourist market / global tourist demand, with two alternatives - international value of the building, the complex or the historical core; and buildings with more modest values that do not have an independent attractive tourist force;

- Restrictive or negative factors, inadequate functions in the immediate environment that disturb the environment; economically degraded immediate surroundings; imbalance in the demographic and social structure of the environment; disturbed ecological balance; near military facilities, etc.

Third stage, **potential tourist value of the monument of culture**. Social valorization is an attitude and an obligation that the social community accepts for the protection of areas and objects with cultural heritage. Verification, in fact, means determining measures and activities, declaring a category of an object, extending protection measures, varying degrees of intervention, etc.

The fourth phase, a **process of tourist valorization of cultural heritage**, consists of time and space alignment of: the absolute tourist value of the cultural monument; an integral tourist offer at the place and region; predicted targeted tourist demand towards the cultural monument. It is undisputed that culture is an important part in the attractiveness and competitiveness of the tourist destination (Dimitrov, 2010).

By obtaining satisfactory exploration surfaces, the collection and classification of the entire documentation for the pile settlement on the shores of Lake Dojran is proceeding to a complete reconstruction or method of authentic renewal of the protected good that is largely destroyed or whose structural and other parts are dilapidated in form and appearance they had.

Revitalization is a procedure and method of returning life to the monuments and old buildings in the composition of the memorial units, either by retaining or restoring the original or some of the former functions, either by giving a new function that is consistent with their nature and meaning and the nature of the environment in which they are located.

Such a procedure is a factor of sustainable economic and social development, especially in the direction of the development of cultural tourism, specific occupations and education, mutually important both for the tourist and cultural sector.

Creating effective co-operation between the tourism and cultural sectors is also a challenge, primarily as a result of their different goals. Namely, the goals of the tourism sector are primarily commercial motives, while the cultural sector often has non-profit goals. We can conclude that tourism and culture are becoming more closely connected, their role in the attractiveness of a particular region and increasing its competitiveness becomes more and more clear. Culture in all its forms is becoming more prominent in the offer and promotion of the tourist destination in a large number of countries.

Preparation and establishment of the project program for ceramic material from the site of"Mrdaja", Star Dojran

Out of the activities undertaken under the Conservation research program, an assessment was made of the scope of conservation interventions. The established destructiveness, perceived from the sealed state of ceramics, requires urgent stabilization of the material. According to the obtained results, the basic guidelines for further conservation and restoration efforts on the ceramic material are determined. Further activities will be carried out on the basis of conservation principles, using appropriate materials, stabilization, interventions using reversible materials, non-destructive methods and techniques for non-infringement of the authenticity of the items themselves. During the conservation process, only the necessary reverse (reversible) interventions should be performed, which must not adversely affect the future of the subject. The ultimate goal is the appropriate presentation of the exhibits.

The way and methods for the processing of ceramic material with the stated interventions are determined:

1. Conservation of ceramics (cleaning, selection, consolidation and gluing);
2. Restoration of ceramics – recompressing;
3. Reconstruction.

Research results

The discovered ceramic material from these two research campaigns is quite fragmented, with delusions and damage caused by the environment in which they were found, that is, bottom of the lake, where the water from the wet soil acted destructively on the ceramics and capillary structure of its structure. The discovered forms that can be identified in this degree of preservation as well as fragmented vessels are confirmed by the already famous repertoire of ceramic vessels typical of the late Bronze Age and the beginning of the transition period.

They are represented by glasses of different sizes and vertical handles that overhang the mouth of the vessel, glasses with sloping neck, cups with one or two vertical handles, amphorae with larger dimensions and vertical or horizontal stomach handles from the dishes, matt painted and monochrome horseradish goblets, parts of pitos and larger packaging's, double dishes, puranoes and more. The bowls of the vessels largely overlap or are flat with the mouth and are circular or elliptical / rectangular cross-section. They are placed on a flat and ring-shaped or conical bottom. The dishes are handmade mostly of poorly cleansed clay. The decorating of the dishes is done with matt staining, engraving with or without anchoring and plastic accessories, and as ornaments are found hanging triangles, hatched and full, zigzag lines and more.

Analysis of the state of the ceramics in the site of "Mrdaja"

On the surface of the ceramics, a small amount of soil and sand deposits can be detected. The entire ceramic material is fragmented in smaller or larger groups. This mechanical damage to objects is a consequence of their weak toughness. Also, there are visible irregularities in the manufacture, which are unfavorable to the strength of the objects. The clay mass itself is not purified, it contains a large amount of admixtures, which further exacerbates the degradation of the structure itself. The objects are baked at an insufficient temperature, resulting in insufficient strength of ceramics.

Hydroscope of ceramics additionally causes mechanical damage in the form of cracking, separation and decomposition. Visible changes in the upper surface layers of ceramics, which are separated, degraded, and with a tendency to peel at certain places. The water from the wet soil on the very site where the ceramics originated, acted destressively on the ceramics and capillary structure of its structure.

The water itself from the earth contains soluble salts, which objects were standing in the ground in their interior. They crystallized in the pores (on the inside) and on the surface. In this way, under the influence of moisture the surface was clouded (dissolving ions) and the formation of surface deposits of calcium carbonate. Calcium carbonate occurs in the form of grains in the structure of ceramics as a result of poorly grounded and prepared clay (when the object is made). During the baking of the subject, calcium carbonate crossed into calcium oxide. After baking it absorbed moisture, increased its volume and formed in calcium hydroxide. Those salts have sprung to the surface in the form of crystals that have broken the surface and pigments. The ceramic material does not detect any damage and deformation from high temperatures.

Conclusion

With the help of this paper, more general and special features are identified that define this ceramic material as a moving and pile-dwelling settlement on the shores of Dojran Lake as a real cultural good of general interest. Ceramic material is the most abundant finding in archaeological research because of its use and purpose in everyday life, as utilitarian items and of course in the making of cult plastic to meet the spiritual and religious needs of the population. After conservation and restoration interventions, objects such as museum exhibits will

be appropriately placed in the museum's depot. The material that is the subject of these researches, together with other material with the same or similar stylistic features, as a separate group, will be presented in the gallery in the future. A thematic exhibition and traveling exhibitions in the country and abroad can be realized. They will also be subject to professional and scientific processing with their appropriate publication and presentation of various scientific symposia and seminars.

Museum exhibits are movable objects or documents with archaeological, historical, ethnological, sociological, natural science, artistic, technical and other value. By presenting museum material to the public, the items themselves clarify the cultural and historical past, the natural, commercial and economic values of one area, as well as the spirit and "sensation" of the artistic achievements of the prehistoric population of this site. They, together with immovable cultural remains, provide data on the culture, the way of life for a society, its development and achievements. It can be freely stated that they themselves have an educational function.

Museum exhibits through museums are available to the wider public of both domestic and foreign tourists. By presenting and popularizing the exhibits themselves or publishing them, each individual can become acquainted with the cultural heritage and artistic wealth of certain people.

With the regime of revival of the pile settlement from the Bronze Age on the shore of Lake Dojran, the original, historical, urban and architectural artistic and aesthetic values will be preserved and will be provided for purpose-oriented training of the facility for use and input of new contents in accordance with the contemporary needs of the economic, tourist, cultural and other activities in the region of the municipality of Dojran.

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Tourism Digitization Using the Main Components of Industry 4.0

James Osondu
Sofia University "St. Kliment Ohridski",
Sofia, Bulgaria

Abstract.

This paper shows and discusses the core information system applications in the tourism industry business, that are used to improve operational excellence (operational business processes) and decision making, such as Enterprise resource systems, Systems for knowledge management, E-commerce applications and Business intelligence systems. This study aims to discuss the extent of digitalization on the tourism industry. It will present what will change in future in order to find out the likely advantages of digitization in the tourism industry.

Cyber-physical systems, cloud computing, and cognitive-based processing, along with advanced computing paradigms like Horizontal and vertical integration, big data analytics, mobile and social technologies, IoT (Internet of Things) and IIoT (Industrial Internet of things) are some of the key components of the fourth industrial revolution. The merger of recent technologies and the experience connected with the Industry 4.0 and IoT can be used as a basis for solving the problems caused by ineffective operational excellence and decision making in tourism companies. Four areas where researched where the most effective influence of information system applications in the tourism industry business was felt. They include ERP system, ecommerce development, KMS and Decision support Systems.

Keywords: Digitization, Enterprise Information system, E-Commerce, Knowledge Based management, Data analytics, Cloud computing, Mobile, Internet of Things, Tourism industry.

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Introduction

The Fourth Industrial Revolution builds on the Digital Revolution, representing new ways in which technology becomes embedded within societies and even the human body [1]. The Fourth Industrial Revolution is marked by emerging technology breakthroughs in a number of fields, including robotics, artificialintelligence, nanotechnology, quantum computing, biotechnology, Internet of Things (IoT), 3D printing and autonomous vehicles.

In an article [2] the Fourth Industrial Revolution was described as the creative connection between technology and the market in all industries based on IT, that is, the creative and open combination of technology and the market through open innovation, or growth based on the open business model [3]. However, the characteristics of the Fourth Industrial Revolution can be completely defined only when technical innovation is combined with institutional innovation as in the Second Industrial Revolution.

Technology is not only shaping the future of production, but also the future of the tourism industry. Industry 4.0 is the leading trend for automation and data sharing in the tourism industry and hospitality management. In a study [4], the authors examined that the potential of digitization in the tourism industry. Their study of the potential of digitization in tourism reveals six hypotheses that influence the potential of digitization in the tourism industry.

They found out that that determining factors such as "sales increase", "sharing economy", "personalized offers", and "social media" had a positive impact on the potential of digitization in the tourism industry. This shows largely the importance of digitization in the tourism industry. The determining factors are supported by various technologies including cyber-physical systems, the Internet of Things, cloud and mobile technologies, large data analysis.

The effect and impact on the economy of this industrial revolution cannot be overemphasized. Operational efficiency and profitability can be increased in the tourism industry by increasing the use of new tools, techniques and the development of entirely new business models, services and products.

Digitalization in tourism has not yet reached its full potential but it is expected to do just that as it becomes more important for business.

According to Schwab [5], Industry 4.0 is characterized by the following principles namely: Flexibility, Reduction of execution time like, improved decision making capabilities; Customization - customization for customers like in terms of planning and production; More efficient processes and services as a result of large data evaluation; and Flexible and adaptable organization, like the integration of a work organization.

Nevertheless, other technologies like cloud and mobile technologies enable companies and users to gain access to applications on demand and this is as a result of industry4.0.

Industry 4.0 can be characterized by four major sectors namely: cyber - physical systems (connections between the real and virtual world), the IoT, the IoS, and the smart factory [6], [7].

With the current transformation of systems that are not specifically products and this is because of Industry 4.0., a lot of cyber physical systems examples can be seen. This systems combine communications, IT, data and physical elements integrating a number of core technologies: Sensor networks (receptors), Internet communication infrastructure (IP), Intelligent real-time processing and event management (CPUs) , Actors for mechanical activities , Embedded Software for logic , Big Data and Data Provisioning , Automated operations and management of system activities , Advanced Robotics, Virtual Reality and 3D/4D Printing.

Various industries are going through a transformation and the Digitization of Industries creates opportunities and challenges. The digitization of products, big data and cloud computing make it easier to understand and meet individual customer needs more accurately [8].

The Increasing capacities and joining the data transfer, computation and storage capacities and the extent to which digital technologies penetrate the economy lead to a transformation phase, based on Internet of Things (IoT). According to a report by the International Union (ITU) and Cisco Systems, the current IoT technology is rooted in their potential to solve some of the world's most pressing problems. Now, Information and Communication Technologies (ICT) such as Mobile Units, Internet and Big Data have greatly increased their contribution to global development projects by improving end-to-end performance and service delivery [9].

In the tourism business sector, enterprise application systems are classified by different spheres based on the need of the company. These enterprise application systems are reviewed and are noted on their value to the tourism business. The most important enterprise system for the tourism business is the enterprise resource planning system (ERP). Furthermore, according to a paper by [10] says that we have recently entered the dawn of the fourth industrial evolution, in which it differs in speed, scale, complexity, and transformative power compared to previous revolutions. Therefore, in order for the tourist industry to grow in profitability; competition, higher customer satisfaction, continuous improvement and improved decision making, it must embrace the Industry 4.0 digital technologies including the Internet of Things, Big Data & Analytics, Artificial Intelligence, smart technologies for tourism destinations. These should be used as them as a stepping-stone into the future by the creation of smart tourism ([11], [27]), mobile tourism and virtual tourism [12].

The contemporary enterprise system in the tourism industry

In the tourism industry today, there is an increased competition between the established and the new markets, between firms within a destination, and between destinations domestically. This competition has evolved because of globalisation of services and the development of new technologies. The further our knowledge increases about the effects of tourism, the greater the capacity of tourism operators to develop strategies to achieve competitive advantage of their companies. Therefore, to achieve competitive advantage, tourism managers must have a clear understanding of the change in tourism business trends and its implication for the business [19].

The Tourism industry is one, which is depended on integrated information network that plays a critical role in enhancing business success relationship. The forces of change brought about by information technology have transformed the way business is done in the tourism and hospitality industry [13].

In this direction of achieving competitive advantage, the ERP software came to be used in the tourism industry and tourism services. The ERP technology solutions can help tourism enterprises reduce costs, increase operational efficiency, increase customer loyalty, and coordinate supply chains. In addition, ERP systems in the tourism industry integrate the diverse aspects of its rapidly growing business operations, streamline business processes and complete integration of front, mid and back office with the help of ERP systems. The integrated solution enables a tight financial control and reduced losses due to inefficient reconciliation, duplication of work, and possible delays [14].

For example, there has been considerable growth in the implementation of new information technologies and the development of new commercial formats such as ERP software in online travel agencies.

The Tourism companies are under pressure to reduce waste, control costs, optimize business processes, and consolidate operations. To make it possible there is a need for an Enterprise resource planning (ERP) system that will provide information across all function and location within the organization. Enterprise resource planning systems (ERPs) have been in the limelight because of their integrated approach and their ability to solve the fragmentation of information in organizations [15].

The rapid growth of the Tourism and hospitality industry requires sophisticated Enterprise resource planning (ERP) systems for managing the increasing volume and quality of tourism traffic. Modern travelers demand more high quality travel services, products, information, and value for their money ([16], [17], and

[18]). The emergence of new tourism services and products, coupled with a rapid increase in tourism demand, has driven the wide-scale adoption of enterprise resource planning (ERP) system.

Categorically, for a business strategy to be executed properly for a company, in order to be more consistent and depended than the competition, an ERP is used because it supports a centralized database that provides information as required, by functional channels to supervisors of a business company. To ensure proper consolidation from all the departments of the business company, an ERP must be implemented. Data is consolidated from business processes of the business company, which are accessed by personnel of the company. Therefore, it is necessary that for a tourist company to share its data, the enterprise system should be capable of supporting the major functional parts of the company. The benefit of implementing such a system in the tourist industry will help the company optimize and automate its business processes taken from industry-wide best practices [24] instead of having to do everything physically.

According to Laudon [20] enterprise, applications also take advantage of new technologies like open source software and cloud computing, Web 2.0 services and all these technologies are becoming part of the enterprise software on Social CRM and Business Intelligence systems. Furthermore, an increase in the use of social media medium such as Facebook, LinkedIn, and Twitter has occurred over the last few years, thus giving companies a better way to reach out to customers. Therefore, new technologies should integrate this new medium. This new technology should help in identifying customers and sales realization and to create new marketing strategies in the tourism industry.

Conclusive, an ERP in the tourism industry, could be used to manage every task of the traveling service chain, including management of finance, human resource, service, maintenance, projects, stocking, investment, risk, decision-making, payoff analyzing, region planning, region business, and intelligent traffic.

Contemporary E-commerce in the tourism industry

Digitization is the process, which is caused by the adoption of digital technologies and the application systems that build upon them. Digitization can be defined according to different levels of intensity: from the pure presentation and information (website), the sales channel function (e-commerce), business process integration (E-Business) to new business models with virtual products or services [21]. Taking e-commerce into account in the tourism industry means that more and more products are being sold online. In order to increase customer satisfaction, it has become a common practice for online merchants to allow their customers to express opinions [23] about the products they have purchased [22]. E-commerce has made clients and suppliers to learn how to use all the new technologies to gather information about a company's products or services and compare them to the competition.

According to a paper [26] Tourism is an information-based business, the product is a "confidence good," and an a priori comprehensive assessment of its qualities is impossible. Tourists must leave their daily environment to consume the product. At the moment of decision making, only an abstract model of the product is available, based on information acquired through multiple channels, such as television, brochures, word-of-mouth, or the Web.

Contemporary technologies today, give access to tourism companies to act local by displaying advertisements targeted directly at consumers almost on a one-on-one basis. Video advertisements rather than static print advertisements are becoming the favored way to connect with clients.

In addition to ecommerce, the role of mobile commerce in the tourism business and contemporary mobile applications that bring value to a business are very important. Mobile phones are the tools used by customers to search for information and make orders and purchases. The internet has become a mechanism for ecommerce because of its structure and open standards. It is less expensive and relatively easy to use it as a channel for connecting clients, suppliers, and staff of a company.

Internet allows big businesses to act like small ones and small businesses to act big. The challenge to businesses is to make transactions not just cheaper and easier for themselves but also easier and more convenient for customers and suppliers. Ecommerce application use new technologies to make it easier for customers to use them and allow business to attract clients [20].

Therefore, through the digitalization of the tourism industry using the internet, has given digital firms the chance to develop new business models or reshape their current model by using one or more of the unique features of e-commerce: global reach, ubiquity, universal standards, interactivity, richness, information density, personalization/customization, and social technology.

Ecommerce also helps the tourist industry in creating value generating strategies such as Value extraction, Value capture, Value addition and Value creation. This strategies assist in process changing, design of new services, customisation and configuration of products. Customization describes the process of individualizing products or services based on IT enabled mass customization [26].

Benefits of e-commerce to the tourism industry include creating and sustaining suitable tourism products, in the form of accommodation, catering, guiding, handicraft production and cultural encounters such as displays, shows, lectures. Such a product may be regarded as a tool for natural and cultural resource conservation and community development and it is closely associated with ecotourism, sometimes referred to as community-based ecotourism [25]. This is referred as community-based tourism. Other benefits are the creation of tourism business and revenue models for ecommerce.

The role of mobile commerce and ecommerce in the tourism industry is important because other types business are embracing services available through the technology. Mobile phones are not just for making phone calls anymore. Now they take photos, send text messages, are used as tracking devices, to book tourist destinations and pay for such services by mobile applications. The benefits of mobile commerce to business in the tourism industry include faster purchases, improved clients experience and direct connection to clients.

Conclusively, the tourism industry has shown how e-commerce has changed the structure of this type of industry, and in this process, develop new business opportunities. The creation of additional specialized services, products, flexible network configurations, and further consumer integration will lead to smart tourism marketplaces that integrate all stakeholders [28].

The contemporary knowledge management systems in the tourism industry

The management of knowledge in the tourism business firms is an important strategic asset that has to be organized in such a way, that it has to be acquired, stored, distributed, and applied effectively and efficiently, and also enable the firm maintain a sustainable competitive advantage and support innovation [29].

The tourism industry is developing into a highly knowledge-based industry because of recent advancements in information processing that allow for an extensive use of knowledge transfer, knowledge reuse, storage and production of knowledge [31]. To gain a competitive advantage, the companies in the tourism industry need to invest in KMS that would assist them to make products and services that are better, less expensive to produce, and more desirable than those of competitors.

Therefore, to reduce costs, gain competitive advantage and ensure employees receive the right training at the right time, tourism business must invest in a KMS management systems and web based multimedia systems. Knowledge network systems provide the needed tools for delivering, tracking, and assessing employee learning. Additional application tools for collaboration help the tourism business develop knowledge repositories that staffs, suppliers, clients, and business partners can access through knowledge networks.

In addition, it can be said that Information and knowledge management systems are important business assets that have to be well taken care of, protected, developed, and organized for the benefit of the entire business. These modern systems develop and manage knowledge using computer-aided design systems, virtual reality systems, augmented reality [34], and Virtual Reality Modelling Language. Such KMS can also support procurement decisions [33] by the management of tourism companies.

Some of the advantages of using intelligent methods for knowledge management include the use of technological tools to acquire knowledge. Such tools assist in organizational staff to find patterns, categories, and behavior models in massive amounts of data.

An example is the design and development of framework of knowledge management for tourism crisis management. This framework is an autonomous software system, and is capable of collaborate in extraction and dissemination of knowledge in all stages of crisis. The combinations of artificial intelligence and web-based technologies are applied in the framework that can collect, sort, store, and share the information throughout the organizations [30].

Another benefit using a KMS to improving of the internal and external knowledge in the business of a tourist company, and its overall corporate performances is to use the balanced scorecard, as a broader concept of performance measuring, which highlights the non-financial performance and synchronizes the business activities with the company's vision and strategy [32].

Artificial intelligence also provides tools for capturing, storing, and disseminating human knowledge and intelligence. The reason why business are interested in in artificial intelligence is to preserve the intelligence and knowledge of their staffs and use it to their competitive advantage.

Conclusively, the reason why tourism business are interested in in artificial intelligence is to preserve the intelligence and knowledge of their staffs and use it to their competitive advantage. Technology transfer through KMS is absolutely important and beneficial to the tourism industry, since the trend of globalization and digitalization of the world economy has increased.

The contemporary decision-making management systems and their benefits to the tourism industry

The businesses in the tourism industry are using technology to automate operations in order to reach out to customers. The inability of managers making efficient decisions is because they do not use their data judiciously. Therefore, to improve decision-making, the company's managers should data mine through their raw data more efficiently by the use of technology.

In times of crises, tourism business can apply the fsQCA tool [42]. This would help to understand the influential factors of decision-making in tourism and hospitality, like changing market dynamics, the formulation of supply and demand, and operational flexibility and adaptability in new environments.

Therefore, in order for managers to carry out their duties successfully and motivate the employees as well, all employees of a company at various levels of business operations and management that make decisions must collect raw data from the various levels of the organization and process it by an appropriate Decision support management system. They must do this to achieve the overall objective of the company.

Decision support systems assist managers in making decisions as they themselves assume the roles of interpersonal, informational and decisional. Any designed decision support system must support these roles in order to function properly and output the required results in accordance to the organizational objective. Such a system is the Tourism Management Information System. A tourism Management Information System also supports decision making in a tourism business. Tourism Management Information System is the electronic delivery of market research information and decision support tools for the tourism management. It is a platform for tourism associations to exchange data/ information/ knowledge [35]. Such decision support systems should promote and market the businesses products and services.

Other systems that help decision making in the tourism business are the Business intelligence systems.

Business intelligence systems that support analytics also help management in transforming the raw organizational data collected from customers, suppliers, employees, business partners, and the external business environment, thus supporting decision making in the organization.

Business intelligence describes how businesses collect, store, clean, and disseminate useful information to executives, managers, and employees.

Business analytics, on the other hand, are the tools and techniques businesses use to analyze and understand the data in a meaningful way. Business analytic tools, such as data mining, statistics, online analytical processing, and models help managers to locate any hidden pattern or information in large datasets amongst others.

For example, tourism companies researched with data mining and business intelligence over the big data, which are stored by tourist web sites. Using business intelligence has helped tourism business managers to discover and describe the hidden pattern in tourist buyer's behaviors [36,37]. Thus, the crises faced in the tourism industry because of converting the traditional ways to modern ways is eliminated. Tourists plan, manage and book their travel trips online without any intervention, receiving all the necessary information that they need on the Internet.

In this regard, the traditional role played by the tourist agencies has limited in a great deal, because online agencies have come to the forefront to assist and help the client in all stages of the search for directions before buying tickets and issuing visas[43].

Information systems play an important role in assisting employees working in a group make decision more efficiently. The different management levels in company use different types of information systems to make decisions. At the operational and middle management, information is received from the transaction processing systems as well as the company's management information system.

Senior management and Directors in the tourism industry use various information, along with their experience, knowledge, education, and understanding of the organization and the business environment as a whole, to make their decisions.

Due to the categorization into teams and group, tourist organization build up the group decision-support systems. A group decision-support systems in an organizations can be an advantage because it possible to increase meeting size while still providing a level of productivity. [38]Wöber (2001) suggested that the identification of tourism destinations competing for the same market can be assisted by a Group Decision Support System (GDSS). And in this way, decision-makers can include their subjective and objective views for analysis like the traditional forms of competitive analysis.

GDSS (Group Decision Support System) software provides a structured method for organizing and evaluating ideas. The information gathered during the meeting is preserved for later use and for those who were unable to attend.

Inaccurate Decisions are made due to the fact that browsing of multiple websites lead to too much travel information and choices [39] and this gets a user confused.

Another way to make decisions is to use a *recommender system. It* provides assistance in the social process of indicating or receiving indications about what options are better suited in a specific case for specific individuals (Gretzel, Mitsche, Hwang, & Fesenmaier, 2004; Resnick & Varian, 1997). Ricci (2002) further stated that a recommender system could provide valuable information to assist consumers' decision-making

process. A recommender system can support travellers in a complex decision-making process by identifying better customer requirements and by correlating those to other consumers and their preferences (Fesenmaier, Werthner, & Wöber, 2003; Ricci & Werthner (2002), Ricci & Werthner (2006)).

Various specific information systems exist in the tourism industry for specific information. Like the Spatial Decision Support System which helps in allowing multiple participants from various sectors to designate land parcels appropriate for tourism-related development or for a competing land use. this type of information system (SDSS) can offer policy makers concerned with contentious tourism-related planning and management decisions[40]

Also[41], the adaption of Marketing Decision Support Systems by tourism managers helps in supporting organizations in collecting, storing, processing, and disseminating information, and in the decision-making process by providing forecasts and decision models (Little 1979) Although It has generally been accepted that corporate decisions

should be based on information because it reduces the uncertainty prevailing in decision processes (Murdick and Munson 1986) and, therefore, becomes a critical success factor for companies that are facing growing competition and dynamic markets (Glazer 1991).

The Fuzzy-set qualitative comparative analysis method may also be applied in an increasingly unstable tourism business environment. Implementation of fsQCA, as an innovative tool in tourism studies and; specifically in the service sector, will help to further comprehend the influential factors of decision-making, like changing market dynamics, the formulation of supply and demand, and operational flexibility and adaptability in new environments. fsQCA will also provide the ability to generate multiple solutions expressing different business interests and desirable enterprising strategies can assist hoteliers to take better decisions by improving their insight in an increasingly unstable business environment. fsQCA can provide the grounds for further understanding of decision-making by both tourists and stakeholders [42].

Finally, to reap the benefits of using DSS, business in the tourism industry must apply various decision support systems to help them to make decisions in times of crises, forecasting, productivity and various company objectives.

Various business intelligence systems, Group decision-support systems, methods and techniques comprised of hardware, software, and people, help streamline group meetings and communications by removing obstacles and using technology to increase the effectiveness of decision making in the tourism business.

Conclusion

In this paper, we have looked at the four different aspects of information systems and their impact in the tourism industry and also, play a major part in the tourist business companies.

Through the assistance of enterprise information systems, e-commerce applications, knowledge management systems and decision support systems, businesses in the tourist industry can achieve their strategic goals, oversee competitiveness and create profitability.

Achieving a benefit in the competitive situation involves adopting new management models as well as changing business processes to reflect the realities of digital technology.

Digital technologies use the synergy effect of integration. In isolation technologies such as mobile devices, tablets, large data and social media are not that powerful. The interconnections between digital technologies in the tourism industry are the driving force of innovation today by creating new digital products, services, tools, applications, models for decision-making. The realization of this paragon requires the creation of analogous relations within the tourism industry businesses as well.

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Towards Various Aspects of Teaching Language for Specific Purposes (LSP) at Higher Education Institutions

Anna Tenieshvili
Associate Professor of Foreign Languages Department
Batumi State Maritime Academy, Georgia
e-mail: anna_tenieshvili@yahoo.com
tel: +995 599 92 10 49

Abstract.

The objective of the present article is to consider such phenomenon as Language for Specific Purposes on example of the English language and discuss ways of integration of the course in curricula at higher education institutions. The importance of effective teaching of ESP course for formation of specialists of the specific fields in the era of globalization has also been considered in the article. The issues discussed within this topic are: review of existing ESP materials, design of ESP programs and syllabi, model of ESP teacher/instructor, importance of general English for mastering of ESP, significance of good knowledge of specific subjects by ESP learners, reference to language corpora for the purpose of illustration of terms usage, and application of modern online platforms, such as www.moodlecloud.com to facilitate learning process and increase learners' motivation.

The main idea of the paper is to offer division of ESP into two classes: general ESP course and specific ESP course to make parallel with existing General Maritime English and Specific Maritime English courses. Such approach would be beneficial as it would give the learners general knowledge of terminology applicable to the entire field and then would enable students to acquire specific terminology of the related field.

The article is based on author's teaching experience in the field of ESP and is aimed at improving ESP teaching and learning process and raising motivation and interest to ESP in the learners of special courses of English for different specialties.

Keywords: Language for Specific Purposes, ESP, classification of ESP courses, materials design, model of ESP teacher, learners' motivation

Introduction

Language for Specific Purposes is a branch of Linguistics that has become especially important and consequently was singled out into separate branch of Linguistics in the second half of XX century. The factors that conditioned the growth of interest to LSP are scientific-technical progress and globalization that made English "lingua franca" of many fields of human activities. Therefore, mainly English for Specific Purposes is meant when Language for Specific Purposes is mentioned. The XXI century, development and spreading of world-wide-web with huge percent of its resources offered mainly in English is the third factor that strengthened position of English as main language for specific purposes and made ESP a separate branch of Linguistics.

ESP has been subject of research for many years and a lot of issues such as: review of existing ESP materials, design of ESP programs and syllabi, model of ESP teacher/instructor, importance of general English for mastering of ESP, significance of good knowledge of specific subjects by ESP learners, have been discussed in the works of scholars working in the field of ESP. New century offered new technologies and consequently new challenges, therefore addressing such problems as reference to language corpora for the purpose of illustration of terms usage, and application of modern online platforms, such as www.moodlecloud.com to facilitate learning process and increase learners' motivation, became important for successful work in ESP field both for teachers and learners.

The main objective of this paper is to offer division of ESP course into two parts: general ESP course and specific ESP course to make parallel with existing General Maritime English and Specific Maritime English courses. We hope such division and consideration of the issue during design of ESP programs would be beneficial as it would give learners general knowledge of terminology applicable to the entire field first and then would enable students to acquire specific terminology of the related field. Such approach would broaden the scope of ESP knowledge and would increase its quality.

Main body of the paper

The main purpose of any ESP course is to prepare students for work with technical literature in English: technical books, manuals or internet resources. The other important purpose is to develop communicative skills in English in future technical specialists to enable them to communicate with their colleagues from different countries. The other important objective of any ESP course is to facilitate communication between technical specialists from different countries making it more effective and productive.

In todays' globalized world knowledge of English, especially of specialized English is of utmost importance as vast majority of books, specific internet resources and technical manuals are available mainly in English. Ahmadi A. in his article "Barriers to English for Specific Purposes Learning among Iranian University Students" mentions: "English is the most important tool to acquire the world's scientific resources; so, the main purpose of Special English is to help students be prepared and learn how to use these resources". (Ahmadi, 2012, p.794)

In order to give proper education to future specialists of different fields, ESP courses are integrated in curricula of higher education institutions. The essence of ESP course as expressed by Tao lies in the following: "The participants of ESP courses believe that what they teach will help students' career advancement and will contribute to the local socioeconomic development" [Kaosar, 2014, p.9].

It is very important to understand the essence of ESP, which was referred to as "approach and not a product" by Hutchinson&Waters. Kaosar says that "approach to process of study and teaching ESP course should be based on the statement "ESP – is English for the profession but not the Profession in English". Such approach is very important as very often ESP learners and higher education institutions' stakeholders believe that students should be taught specific phenomena related to their future profession in ESP course. In reality it is just course of English for the profession as it was fairly observed by Kaosar. ESP is not just a language course as General English courses usually are, it is more training in English for certain profession. Usually ESP is recognized as course of English with specific aim to teach English for certain profession. Therefore specific language is always considered from general language criteria. Specific language is just general English containing terminology of the specific field. ESP can be considered as a cross point of technical field and linguistics. In spite of its specific nature, ESP is still a language course; therefore it is part of Linguistics.

Brieger as cited by McDonough distinguishes four types of knowledge underpinning most ESP courses:

- General language knowledge
- Specialist language knowledge
- General communication skills
- Professional communication skills [Master, p.472].

ESP students just as General English students are expected to acquire all four language skills: reading, speaking, listening, and writing. Therefore syllabus of ESP course is sometimes more complicated than syllabus of GE course because it is aimed at developing language skills and also teaching terminology and communication in the professional domain at the same time.

The aim of any student undertaking ESP course is to achieve understanding of technical text and to acquire skills of professional communication in English. Technical text and any specific text require 100% understanding as such texts are usually characterized by high semantic density. To achieve this, it is necessary that learners have proficiency in English and good knowledge of their specialization. Sometimes, learners who rely on their knowledge of subject think that they can suppose the meaning. Yet, any unpredictable new meaning or idea can be given in specific text. Therefore, during process of studies and in professional work, it is always better to work out the meaning on basis of vocabulary of the text and not on suppositions as only lexical constituents including terminology, correct meaning can ensure 100% understanding of specific text.

We decided to consider the following issues in relation to ESP course integration and teaching at higher education institutions. These issues are: ways of integration of the course in curricula of higher education institutions; importance of effective teaching of ESP course for formation of specialists of the specific fields in the era of globalization, review of existing ESP materials, design of ESP programs and syllabi, model of ESP teacher/instructor, importance of general English for mastering of ESP, significance of good knowledge of specific subjects by ESP learners, reference to language corpora for the purpose of illustration of terms usage, and application of modern online platforms, such as www.moodlecloud.com to facilitate learning process and increase learners' motivation.

The question when ESP course should be integrated at higher education institutions is a subject of debate. Should it be introduced in the curricula in first years of studies or in Master's program as students at this stage of studies are aware of their specialization and can acquire ESP course in a more efficient way. Students are usually required to have B1 level of English when they start ESP course and those who have B1 level are offered the course from the first year of studies. Yet, later transition to ESP course during last years of studies would be more efficient as students will be able to make significant contribution to lectures on basis of their knowledge of the subject.

ESP materials: textbooks, internet resources, audio and video materials make inseparable and very important part of any ESP course that condition its success and efficiency. Jo McDonough in her article "English for Specific Purposes: a Survey, Review of Current Materials" singles out following series of ESP materials: Cambridge English, Professional English, Oxford Business English Express, Oxford English for Careers, etc. In addition to these materials, we have observed that the existing ESP materials are mainly series of Professional English in Use, Cambridge English for Different Specialties for example Cambridge English For Engineering, textbooks developed by different Universities, for example, Polytechnic University of Valencia has its own series of English for specific purposes developed by the lecturers of this University: Introduction to Technical English by A. Jaime, English for Electrical Engineering, English for Mechanical Engineering, English for Industrial Engineering, English for Chemical Engineering developed by M. Carrio, English for Agronomy and Forestry Engineering developed by M. del Saz Rubio. Special attention should be paid to ESP textbooks developed in Iran, course for Industrial Engineering, English for students of Engineering, English for Architecture, English for Medicine, etc. These textbooks are characterized by complicated texts and exercises that require high level of preparation in English, knowledge of specialization and motivation – factors that are crucial in mastering of ESP course. So, ESP textbooks differ from the viewpoint of rendering of information and according to the level of General English they require from the learners. All ESP textbooks generally offer adapted texts but the aim of such textbooks is to prepare students to work with original technical texts.

ESP materials differ from the viewpoint of organization and purpose. As it was observed by P. Master "A series as "Professional English in Use" is predominantly terminological in both overall approach and in individual tasks, whereas English for careers teaches and develops specialist vocabulary and includes strategies for learning as well as word grammar and pronunciation" (Kaosar, 2014, p.475].

ESP materials can be designed by lecturers themselves on basis of course requirements and education system of the country they live and work in. Mainly, this is the compilation of textbooks with relevant texts from different sources and offering of exercises to help students to remember terms and develop language skills.

Syllabi of ESP English should not be based only on one book, as the variety of materials mentioned above can comprise different texts and materials worth including into the syllabi. Listening and other exercises should also be included to guarantee development of all four language skills in the students: Reading, Speaking, Listening, and Writing. Online platforms like www.youtube.com enable teachers to include relevant listening materials dependent on level of English knowledge of students.

The importance of multimedia tools in ESP courses was mentioned by Bret citing Rost: Rost (1990: 234) believes that to develop listening skills self-instruction can play a vital complementary role to classroom instruction" and he outlines how this might best be achieved but maintains that the aid of a trained instructor is necessary. Among the criteria and roles for an instructor that he outlines are selection of motivating authentic materials accompanied by an appropriate variety of tasks, ``promoting appropriate listening strategies to deal with particular learner needs" (ibid.) and the provision of feedback on learners' progress. Although Rost discusses this with audio tapes in mind, it is clear that multimedia adequately provides a tool which can deliver many of these prerequisites for effective self-instruction in listening and take on some of the roles of the instructor [Brett, 2000, p.273].

ESP course should be oriented on rendering general terminology of the field to the students. This can be achieved through offering correspondent texts, materials and different exercises in English containing such terminology. Later on, during life-time learning process they should profound their knowledge of specific language independently. This can be achieved by remembering new terms during independent work with relevant specific materials in English.

ESP course should combine different methods of teaching including such traditional method as Grammar-Translation method, audio-visual method and some modern approaches applying new technologies. Blended approach and methodology are recommended to ensure mastering of ESP: traditional classroom learning, multimedia tools, Internet-based learning. Such approach stimulates students and increases their motivation.

Iijma M. Murrow P. Hattori M. in their article "Teaching English Language Skills to Students of Engineering in Japan" say: "Programs of English study must address not only social and business English, but also skills in discussion, description and explanation [4:2]. In order to ensure it the following activities mentioned by Bret should be practiced: "Note-taking, watching the authentic video, using the subtitles to confirm and to check comprehension, doing interactive grammar and vocabulary tasks and using the glossary resource, might all be viewed as beneficial language learning activities" [Brett, 2000, p.279]. Iijma also mentions: "Students should be required to write reports and make presentations. Topics at a basic level can include descriptions that require use of basic technology such as dimensions, shape and materials. Explanations of how to complete simple tasks also provide useful practice. The ability to offer and define points of view with appropriate evidence can be developed by informal classroom debates and by report topics that require the students to recognize two sides of an argument and reach a conclusion" [Hutchinson & Waters, 1987, p.3].

The other very important factor that makes great contribution to the efficiency of ESP course is the essence of ESP teacher: education of ESP teacher and ability to teach special course to the students. ESP teacher should combine either of the following skills and knowledge:

1) Technical specialist + knowledge of foreign language
2) Language specialist + knowledge of technical field

Why is it necessary for ESP teacher to be familiarized with subject area and to have some background knowledge of the field? Because it is the only way for ESP teacher to render information to the students on the proper level and reach appropriate results. Even Araujo Nunes mentions in the article "Teaching ESP: the GUT to do it": "In the specific case of English for Science and Technology a proper understanding and appropriate use of discourse is the vital factor" [McDonough, 2010].

The job of ESP teacher is rather difficult as they have to meet requirements of Linguistics and of subject area. Therefore, background knowledge, preparation, education and motivation of ESP teachers are crucial for successful performance of their work. In this respect Tao J. Gao X. in his article "Identity Constructions of ESP Teachers in a Chinese University" says: "English for Specific Purposes (ESP) teachers may confront embarrassment when working with students who have more knowledge of the related subjects, and skepticism from specialist professors who question their qualifications" [Peyman, 2012, p.1]

Cooperation of linguist and technical specialist during ESP course is one way to reach success in ESP teaching. In some maritime institutions Maritime English is taught by former seafarers with maritime education, who in addition hold CELTA certificate. Our proposal is to have technical specialist to deliver one summative lecture after series of lectures conducted by language specialist, the proportion could be 3:1. Such issue as team teaching is also popular for delivering of ESP courses. "Team teaching (Johns&Dudley-Evans, 1980), i.e. the presence of both content and a language instructor in the classroom is an effective way to resolve the issue".

We think it would be expedient to add general course of technical subjects to be integrated in curriculum of foreign languages specialties especially those delivered at Polytechnic Universities: "The model of the teacher we intend to suggest implies the basic knowledge of special subjects by the teacher of English. This kind of teacher will be able to deal with technical phenomena, will be aware of basic terms in all specific fields and being prepared for each lecture will be able to find the meaning of any new term and it will be much more understandable to such specialist than to ordinary EFL teacher. In his article "ESP in-service teacher training programs" Peyman mentions: "English major ESP instructors can fulfill course goals much better than specialists in the field provided that they possess a certain level of background knowledge in their students' academic subjects of ESP teaching in order to meet this challenge. In other words, ESP teachers are supposed to be knowledgeable in content areas as well and be able to elicit knowledge from students. However, language teachers are trained to teach linguistic knowledge rather than a content subject. Hence, they may be insufficiently grounded to teach subject matters (Richards & Rodgers, 2001)" [Nunes].

The knowledge of GE is very important as it ensures better understanding of the text by learners, so that they concentrate on specific language, terminology, contents and not on such issues as grammar structures, meaning of general words, etc. Therefore departments of Applied Linguistics that generally teach ESP require B1 level of English from students who want to take ESP course. Thus, B1 (Intermediate or Upper-Intermediate) level of knowledge of English is necessary to start ESP course. That would ensure that student concentrates on technical English, terminology and information and not on linguistic aspects of the text.

The other important points for successful mastering of ESP are knowledge of specialization subject by ESP students, motivation and interest to the chosen specialty. As good knowledge of specialty subjects by students of ESP course is significant factor for mastering of ESP course, it would be expedient to integrate ESP course in last year of curricula when students are already aware of their specialization and can make contribution to ESP lectures.

The other important factor of ESP course delivery is usage and application of modern online platforms, such as www.moodlecloud.com to facilitate learning process and increase learners' motivation. Application of online platforms can be defined as one more method of ESP course teaching and learning process. Multimedia tools and internet portal such as www.moodlecloud.org is a good means to present theoretical and practical materials (video, audio materials) and to enable students to create and modify glossaries, to participate in online forums and discussions with co-students after classes. Compilation of glossaries of the learnt terms is always good way of learning technical language. Therefore it would be expedient to compose glossary of the learnt terms, specifying the meanings met in this particular field and www.moodlecloud.org gives technical basis for it. In ESP textbooks and materials terms and interesting words met in technical texts can be rendered via entries of monolingual dictionaries. Remembering of their meanings in English would help to improve language skills in ESP students and explain technical phenomena to them more accurately.

The XXI century – development of world-wide web and advantages given by it ensured new approaches to studies of ESP courses. We consider language corpus as important tool to master specific language and offer the illustration of the newly learnt terms in real language. If reference to language corpus for the purpose of illustration of terms usage is ensured, students can profound their knowledge and understanding of terminology.

Such approach would also prepare them to develop their independent learning style of work in the future. Tsou W. and Chen F. in their article "ESP program evaluation framework, Description and application to a Taiwanese university ESP program" say: With corpus-based learning, students can conduct their own investigations of language, such as analyzing concordance patterns and collocations, as long as a personal computer and Internet connection are available. It is generally agreed that corpus-based learning not only supports the use of authentic language with real examples, but also makes students more active and independent language analyzers and learners (Conrad, 1999, 2000; Hüttner, Smit, & Mehlmauer- Larcher, 2009). Corpus training, viewed in terms of Tassinari's model, provides learners with a useful skill to develop the cognitive and metacognitive aspects of language for awareness rising, which in turn motivates learning and acquisition. As students are assigned group work, the interaction with peers and teachers adds to the social aspect of learner autonomy (Tassinari, 2012), thus enabling learner reflection on one's competencies and revealing areas of weaknesses in which decisions for further learning can be made [Tao & Gao, 2018, p.42].

All the above-mentioned issues have one aim to ensure efficiency of ESP course that depends on several factors and raise motivation in students.

Motivation of ESP learners can be conditioned by three factors:

1) Interest of students to specialization subjects

2) Good knowledge of General English that facilitates acquisition of ESP course and students will mainly have to concentrate on terminology

3) Understanding the importance of ESP for successful work and career development in the future

In the present work we would like to offer our idea regarding organization of ESP studies and compiling syllabi. We think it would be expedient to divide specific language learning into two stages: general course of ESP and ESP course related to one particular specialty. The fact that we are currently employed at maritime higher education institution gave us basis to apply existing samples of division of Maritime English into General Maritime English and Specific Maritime English offered in model course of Maritime English 3.17 developed by International Maritime Organization. Maritime English for Navigation, Mechanical Engineering, Electrical Engineering, Radio Communications represent the implied Specific Maritime English.

English for Specific Purposes includes English for different specialties from different fields of human activities. It comprises: Medicine, Technical fields, Economics, Law, etc. All these various fields have relevant ESP courses that differ from each other. Our offer would be to offer general introduction course for each of these fields with consequent specific courses. The idea occurred to us as we have recently been asked to compose syllabi for different technical specialties, such as Civil Engineering, Architecture, Telecommunications. ESP courses for any of these specialties are too specific and direct transition of the students even with B1 level of English to this course would be difficult. Course in general technical English covering to certain extent all technical issues would be perfect foundation for students to acquire ESP course directly related to their specialties. We would like to offer to use Cambridge Professional English in Use for Engineering (by M. Ibbotson) for this purpose. It has general character comprising topics that refer to all engineering issues. The textbook contains the following chapters divided into many sub-chapters and topics covering all technical fields:

I. Design
II. Measurement
III. Materials and Technology
IV. Manufacturing and Assembly
V. Fluids
VI. Mechanisms
VII. Electricity

Dividing ESP for technical fields into: 1) General technical language (technical English) and 2) Specific technical language (English for Electrical Engineering, English for Mechanical Engineering, English for Industrial Engineering, English for Chemical Engineering, English for Civil Engineering, English for Architecture, etc. would guarantee that ESP learners will learn technical language on two levels: 1) general technical English; 2) specific technical English.

We think it is expedient to bring lexical-semantic classification of terms offered by Gotsiridze R. in her thesis "Perfection of independent reading skills of specific text via computer at technical higher education institutions" in which she singles out the following classes:

1) Conversational lexical means used in special literature that do not represent terminology, *e.g. to boil, oil, test, etc.*

2) General scientific terminology that can be used in any field, e.g. *structure, dynamic, forecasting, etc.*

3) General technical terminology used in all engineering fields, *e.g. fuel, engine, electricity, etc.*

4) Terminology used in concrete technical field *e.g. machine building: lathe, sliding washer, grip, etc.* [Gotsiridze, 2003, p.51]

According to this classification the first three classes can be covered by general technical English course, whereas specific technical English course will offer the last class - terminology used in concrete technical field and would comprise the first three as well.

The other example could be made on the example of ESP course for Medicine. There should be offered general ESP course for Medicine that would be relevant for all specialties in Medicine. After students acquire such a course that would cover all aspects of Medicine in general they can be offered ESP course in their specialization. Such "two layer" ESP course would broaden the scope of ESP knowledge and would increase its quality that would help students in their future careers.

All points discussed in the present article are important steps for integration and teaching of ESP courses, yet one of the most important factors is interest and motivation of all stakeholders, creation of good conditions, material-technical basis, availability of relevant literature and devoted highly-qualified ESP teachers.

Conclusion

In the modern globalized world the English language plays important role as a "lingua franca" of various fields of human activity. Therefore, teaching of English for Specific Purposes should be integrated and given due attention at higher education institutions. Proper knowledge of ESP is a guarantee of successful professional cooperation for specialists of different fields with their colleagues from foreign countries. In addition to communicative factor proper knowledge of ESP ensures access to literature and internet resources, as vast majority of such resources are offered in English today. That would ensure exchange of ideas, promotion of achievements of the field and timely integration of novelties into different fields of human activities in various countries. As mentioned by Iijma in the article. "Teaching English Language Skills to Students of Engineering in Japan": "It is a grand mission for educators engaging in engineering education to foster excellent engineers for international, as well as national benefit" [Hutchinson & Waters, 1987:1].

Due to the above-mentioned factors stakeholders of higher education institutions should view ESP to be as important as specialization subjects are and to consider these courses not only as language courses but as important step to successful professional career of students in the future.

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Applying creative thinking skills in teaching math at primary school stage

Yosef Abd Algani,
Israel

Abstract.

Creative thinking nowadays is seen as the best promoter for enhancing teaching and educational achievements. Likewise, it makes students consider and evaluate their own particular thinking and direct on issues related to prosperity preparing, physical guideline, and home budgetary issues. Also makes them settle on sensible and strong decisions about issues related to individual and gathering flourishing, test and make a move (only and in general) to address social,fiscal, and political variations, and appreciate the part and enormity of the advancement culture and its effect on the contituity of our lives and our group. The top priority is the true objective to attrac the innovitve thinking. the educator needs to be a facilitator to take into account talk and invigorate a more freed perspective.Furthermore,help understanding that thinking imaginatively does not mainly give right answer, but instead at times shut in more request or differentiating appraisals of the subject (Halx&Reybold, 2005; Arend, 2009).

The instructor's part as facilitator likewise empowers an associate audit process, even in the most youthful of kids, and causes understudies to learn proper reactions to clashing assessments and feelings (Henderson-Hurley and Hurley, 2013; Tsai et al., 2013).

The researcher inferred that an instructor needs to possibly be imaginative, to some extent. Inventive instructing must be a piece of a classroom if the instructor is directing a keen person. An educator who is sufficiently inventive to be part of the imaginative classroom can configuration energizing new lessons, persuade the correct classroom condition required for understudies to grandstand their creative personalities. Regularly, it has been seen that imaginative instructing barely empowers any sort of inventive thoughts in understudies and in this way, the whole thought of an innovative classroom falls flat! Along these lines, it does rely upon the educator and nature of the place of instructing to give those youthful brains a chance to begin flying with brilliant hues.

Keywords: Creative thinking, Teaching, Math, primary school

The significance of the study

Education is a key factor in the welfare of kids, it largely affects a nation's economy and the general soundness of its natives. Training goes far and put resources into instruction to standout among the essential routes with which we can enhance our reality.

The first few years of the infant’s life is assumed to create and ingest their circumscription. These encounters that youngsters have at a very early stage in their lives influence their advancement physically, cognitively, emotionally and socially. The best speculation to guarantee the future achievement of a kid is to put resources into the early years of their lives, through training. Youngsters build up the most beneficial when they are given conditions in which they can investigate their general surroundings, play with others, and figure out how to talk and tune in to others. Early neurological advancement even influence the way one may learn. Sometimes down the road if kids don't learn in their initial youth they may experience learning difficulties later on.

Additionally, this examination is fundamental, it shows another implimentation that was not overseen in past researchs. For instance, creative thinking is a gadgets to make imaginative thinking, which means that organizing instructive modules learning activities and arranging appropriate tasks for grade school staking shows the aptitude of innovative thinking in such essential stage.It sheds lights on apparatuses and approaches to empower inventive reasoning while at the same time showing math and helps Decision-Makers at the Ministry of Education to profoundly think about creative thinking in instructing process. Thus, the researcher uses the descriptive approach by exploring relevant studies on this theme to figure out the impact of using creating thinking on teaching maths at primary schools. Concluding that different procedures educators use to stimulate students and contribute to promoting their skills.

Creative thinking

Creative thinking is the capacity to comprehend an idea completely, taking in various sides of an issue or thought while not being influenced by the purposeful publicity or other fake strategies used to advance it." -Denise Selleck

Creative thinking is the disposition to think clearly and accurately in order to be fair." -Richard Paul

Creative thinking inquiry their own convictions and in addition those of others, detail all around contemplated contentions to help their convictions, perceive the likelihood of progress in their convictions and express their convictions in clear, intelligent dialect. Therefore, Cooper and Patten, 2-11)

Teaching Maths

Teaching is the sharing of teacher involvement in confronting an instructive need and tending to that need, where the need may be an answer for an issue or a chance to use innovation to impact data frameworks training. (Kruck, 2010)

Educating is a colossally troublesome activity that looks simple"Kruck, S.E. (2010), "Editor's Message." Journal of Information Systems Education, Vol. 21, No. 1, Spring 2010, p. 3.

Mathematics is a guide to speaking to and endeavoring to determine issue circumstances in all disciplines. It is an interdisciplinary device and dialect.

Numerical disclosures have come both from the endeavor to depict the characteristic world and from the want to touch base at a type of unpreventable truth from cautious reasoning."Dr.Lewis"

Essential Education is the underlying phase of instruction and has as its fundamental expect to make, build up and offer chances to all youngsters, paying little heed to age, sexual orientation or nation of beginning, to accomplish an adjusted subjective, enthusiastic and psychomotor improvement.Elementary education also called primary education, the first stage traditionally found in formal education, beginning at about age 5 to 7 and ending at about age 11 to 13 .(Cyprus Ministry of Education and Culture).

Research design

Methodology. The researcher will follow the descriptive approach based on recommendations of previous studies and observation to make the maximum benefits and give accurate results.

Research Question: What is the impact of using creative thinking in teaching math?

Literature Review. A key report by Ball (1993) strengthens this by featuring a few parts of information required for educating arithmetic. Ball's examination researched issues that emerged as she showed arithmetic in an elementary school. She articulated these issues regarding difficulties in instructing arithmetic. These difficulties were; speaking to the substance, regarding youngsters as scientific scholars, and making and utilizing the group. She states, "in science educating, making sense of intense and powerful approaches to speak to specific thoughts suggests… giving genuine thoughtfulness regarding both the arithmetic and kids.This is more effortlessly said than done" (p. 378). The estimation of her work is that it features the many-sided quality of the learning required for instructing science. She presumes that to show science adequately, educators need to know the substance of the arithmetic they are instructing and how to show it to the youngsters in their setting. Ball additionally recognizes this as "instructive substance information" for educating mathematics.

In Australia, Wilson and Thornton (2007) found that pre-benefit instructors needed a profound and associated content information of arithmetic with a specific end goal to be effective educators. They found that educators with low levels of scientific substance were hindered by their absence of information, as well as felt on edge about their capacity to show science in a viable way. This worry for low levels of numerical substance learning has additionally been noted by Hawera (2004) and Tobias (1994), as a hindrance to viable science educating. In like manner, others contend that it is scientific substance information that adds to an instructor's convictions, states of mind and personalities about showing science (Grootenboer, 2006; Prescott and Cavanagh, 2006; Scott, 2005; Walshaw, 2004; Zevenbergen, 2006).

Mathematics learning difficulties in primary education

Numerous students at all levels of training in creating nations have issues in learning arithmetic. The reasons for these troubles are numerous and colossal. Five of the various wide factors have all the earmarks of being extraordinary. To start with, a few understudies appear to be contrarily impacted by the generalization convictions held by numerous individuals that arithmetic is a troublesome subject (Heward, 1996). Second, for various students, their issues seem to originate from unsuitable instructing and the resultant absence of the

experience of progress (Mundia, 1996; 1998). Third, still for different understudies, their challenges appear to be connected to the systems utilized as a part of assessing science students (Somerset, 1987; Murray, 1996). Fourth, there are additionally understudies who lamentably may have a bona fide particular learning handicap in arithmetic (; Thornton et al., 1983; Hall, 1994; Mercer, 1997; Bos and Vaughn, 2002). Fifth, poor execution in science may likewise be credited to insufficient subsidizing of training which brings about less instructing/learning assets and low nature of training (Kelly; 1986; 1991).

The youngster depicted in the present triadic ponder (scratch named B) required the joint endeavors of an instructive therapist/school advisor, one of the kid's folks (referrer) and an extraordinary teacher, to fathom. Dettmer, Thurston, and Dyck (2002) talk about the feasibility and advantages of synergistic mediation procedure.

The essential point of all instruction is to make all youngsters by and by autonomous, socially capable, and financially or professional productive. In any case, arithmetic is a center of scholastic competency. A level of capability in fundamental science is extremely basic to adapt autonomously and adequately with regular living. Essential mathematics abilities incorporate number ideas, fundamental thinking, and learning of essential certainties, critical thinking and alike. Acing the aptitudes and methodologies important to take care of these issues is basic for working viable in the public arena. Huge quantities of understudies are always faced with issues that include science aptitudes as scientific critical thinking is a mind-boggling, recursive subjective movement including different intellectual procedures and two essential stages that expect a working comprehension of these procedures: issue portrayal and issue execution. Studies uncover that 5 to 10% of all school-age youngsters have some kind ofgenuine shortfall in science and that troubles in arithmetic are basic among kids with learning handicaps (Geary, 2003). Understudies with learning inabilities normally have shortfalls in consideration, memory, foundation information, vocabulary, dialect forms, and procedure information and utilize, visual-spatial handling, and self-control (Baker et al. 1995; Geary, 2003), which probably deleteriously affect at least one areas as science, perusing. In spite of the fact that science accomplishment has enhanced throughout the years, the accomplishment rates of understudies with learning incapacities specifically remain impressively lower than those for different understudies.

Subjective Development: Students with incapacities stuck in an unfortunate situation on account of deferrals in psychological advancement, which ruins learning and handling data (Gersten et al., 2005). This may prompt issues with the accompanying: Understanding connections between numbers (e.g., parts and decimals; expansion and subtraction; augmentation and division). Taking care of word issues. Understanding number frameworks. Utilizing viable tallying methodologies

Examples of creative strategies on teaching maths

Questions and Actions Procedure (Rivera, 1994): It enables understudies to utilize distinctive strides to dissect and tackle word issues. 2. TINS Strategy (Owen, 2003): The TINS technique enables understudies to utilizedistinctive strides to break down and take care of word issues. Table - 1: Questions and Actions Strategy (Rivera, 1994) Steps Questions Actions Read the Problems Are there words I don't know Do I know what each word implies? Do I have to rehash the issue? Are there number words? Underline words. Discover definitions. Rehash. Underline. Repeat the Problem What data is critical? What isn't data required? What is the issue inquiring? Underline. Cross out. Put in claim words. Create Plan What are the actualities? How might they be sorted out? What number of steps are there? What tasks will I utilize? Make a rundown. Create diagram. Utilize manipulative. Utilize littler numbers. Select a task. Process the Problem Did I find the right solution? Gauge. Check with the accomplice. Check with number cruncher. Look at the Results Have I addressed the inquiry? Does my answer appear to be sensible? Would I be able to repeat address/reply? Rehash question. Check question/reply. Compose a number sentence. Table - 2: TINS Strategy (Owen, 2003) Steps Explanation Thought Think about what you have to do to tackle this issue and circle the catchphrases. Data Circle and compose the data expected to tackle this issue; draw a photo; cross out unneeded data Number Sentence Write a number sentence to speak to the issue. Arrangement Sentence Write an answer sentence that clarifies your answer. Illustration: Ram purchased 6 baseball cards. The following day, he added 11 more cards to his accumulation. What number of cards does he have taking all things together? Steps Explanation Thought + Information 6 baseball cards, 11 baseball cards Number Sentence 6 + 11 = Solution Sentence Ram has 17 baseball cards in his gathering.

FAST DRAW Strategy (Mercer and Miller, 1992): FAST DRAW is another system used to take care of word issues. Here, understudies with LD are to be instructed each progression in the arrangement permitting adequate time for guided practice before asking them to autonomously execute the system. 4. Critical thinking Strategy (Birsh, Lyon, Denckla, Adams, Moats, and Steeves, 1997): Read the issue first. Highlight the question. Circle the vital data. Build up an arrangement. Utilize manipulative to speak to the numbers. Execute the

arrangement. Check your work. A few Techniques for Solving Calculation Problems 1. Various Representations: Beginning with the solid level and moving to the theoretical level, is a compelling method in helping battling students take care of figuring issues. The Concrete-Representational-Abstract (CRA) teaching succession has been found to enable understudies with LD to learn techniques and ideas. Concrete - utilize manipulatives (squares, unfix 3D squares, counters) to speak to numbers in the issue. Illustrative utilize count marks, pictures. Theoretical Numbers alone. 2. Demonstrate - Guided Practice - Independent Practice Sequence: Verbalize steps while demonstrating computations. Guide understudies while they tackle the issue and mediate as required. Allow understudies to freely take care of issues and after that do blunder investigation as required and give prompt input. Give the lined paper to understudies who experience issues with the arrangement of numbers. Draw a container around computations to enable understudies to separate one issue from another. Utilize bolts to show beginning stages. Utilize green imprints to show where to begin and red imprints to demonstrate where to end. Table – 3: FAST DRAW Strategy (Mercer and Miller, 1992) Steps Actions F Find what you're explaining for. An Ask yourself, "What are the parts of the issue?" S Set up the numbers. T Tie down the sign. D Discover the sign. R Read the issue. An Answer, or draw and check. W Write the appropriate response.

Procedures to Improve Mathematics Vocabulary Strategies that can enable understudies with LD to enhance their mathematics vocabulary incorporate (a) pre-show vocabulary, (b) mental aide methods, and (c) catchphrase approaches. These methodologies are just a couple of techniques accessible to help upgrade students‟ arithmetic vocabulary understanding. a) Pre-educate Vocabulary-

Utilize portrayals, both pictorial and cement, to stress the importance of math vocabulary. Pretest students‟ information of glossary terms in their math reading the material and instruct vocabulary that is obscure or erroneous. b) Mnemonic Techniques-Teach memory aide systems to help recall word implications. Utilize mental helper direction to enable understudies to enhance their memory of new data c) Key Word Approach-Use the watchword approach (e.g., imagine a visor as the catchphrase for). Divisor; picture quotes as the catchphrase for remainder Strategies to Address Difficulties Related to Algebraic Concepts Algebra is presented in primary school as understudies learn arithmetical thinking including examples, imagery, and portrayals.

Understudies with learning handicaps encounter trouble with polynomial math for different reasons incorporating trouble in understanding the vocabulary required for arithmetical thinking, challenges with critical thinking, and challenges in understanding the examples and capacities vital for mathematical thinking. The accompanying procedures can be received to address these difficulties: Teach key vocabulary required for polynomial math. Give models to recognizing and expanding designs. Show "verbally process" systems for understudies to fill in as cases for taking care of conditions and word issues.

Join the utilization of innovation (e.g., charting mini-computers) (Bryant, 2008). Lodging/Assistive Technology the University of Washington suggests the accompanying facilities for understudies with math learning inabilities. Math Specific Accommodations, The utilization of scratch paper to work out math issues amid exams. Talking adding machines. Fragmentary, decimal, and factual logical adding machines. PC Assisted Instruction (CAI) programming for math. PC Assisted Design (CAD) programming for the building. Substantial show screens for number crunchers and calculators. Different Accommodations that can Help Students with Math Learning Disabilities.Note takers. Audiotaped or recorded class sessions. Expanded exam time and a tranquil testing area. Visual, aural, and material exhibits fused into direction. Brief course and address plots. Recorded class materials.

Elective assessment strategies (e.g., portfolio, oral or video introductions). Giving tasks or nitty-gritty directions on audiotapes or print duplicates. Fortifying headings verbally. Breaking a lot of data or guidelines into little fragments. PCs outfitted with discourse yield, which features and peruses (through screen perusing programming and a discourse synthesizer) message on the PC screen. Word handling programming that incorporates electronic spelling and language structure checkers, programming with featuring capacities, and word expectation programming. Programming to expand screen pictures. Comprehensive Practices Learning inability is fundamentally an „invisible‟ handicap. Understudies with learning trouble in math can be instructed in a comprehensive classroom alongside ordinary companions. The main thing that requirements to change are the way the instructor educates and runs the classroom. In the event that the understudies with learning challenges in math are not propelled or on the off chance that they don't get the backings they require, they will feel like a disappointment and afterward they will have something beyond a Math Problem taking care of the issue.

The accompanying is a few cases of changes that should be made to help the understudies with learning trouble to be effective in Inclusive Settings. Diminish rewards for people and reward the gathering, particularly for comprehensive practices. Urge every typical associate to be agreeable and supportive of the individuals who have the issue. The feature shared characteristics like qualities and most loved exercises among understudies. Lead appraisal ceaselessly to know the understudies advance in class. Plan educational programs in a proper way with the goal that all can learn together.

Maintain a strategic distance from the negative disposition towards understudies with learning challenges. Encourage a feeling of incorporation by helping understudies with LD. Relegate classroom occupations and empower bunch exercises. Take after the standards of the general plan for learning. Give understudies selections of exercises or assignments. Additionally, this examination is fundamental that shows another application that was not overseen in past research concentrates, for instance, creative thinking gadgets to make imaginative thinking, And the results will give important information that may help in organizing instructive modules learning activities and arranging appropriate tasks for grade school staking in thought the need of making innovative thinking aptitudes in such essential stage. procedures/approaches and proposed numerous viable approaches to address the difficulties experienced by them in comprehensive settings.

Skillful instructors and different partners can assume the fundamental part in addressing the necessities of understudies with LD through comprehensive practices. Be that as it may, the aptitudes required to actualize such comprehensive practices (e.g., co-educating, separated guideline, peer-intervened adapting) likely set aside an opportunity to create. Thus, new methodologies and techniques must be created and previous methodologies and procedures are to be changedso as to address different learning challenges in science among understudies with learning handicaps in comprehensive set up. Furthermore, understudies with learning incapacities in arithmetic get advantage from the utilization of direct guideline in the methodologies to tackle word issues and to perform computations. Different systems, that fortify automaticity of fundamental realities, help to expand the general base of information of essential truth.

At long last, for critical thinking, computations and math familiarity propelled programming can be instrumental for understudies with learning inabilities

Using questioning to stimulate mathematical thinking. Great addressing procedures have for quite some time been viewed as a principal device of viable instructors and research has discovered that "distinctions in understudies' reasoning and thinking could be credited to the kind of inquiries that educators asked" (Wood, 2002, p. 64). Past research demonstrates that 93% of educator questions were "bring down request" learning construct questions centering in light of the review of realities (Daines, 1986). Plainly this isn't the correct sort of addressing to animate the numerical reasoning that can emerge from engagement in critical thinking and examinations. Shockingly, examine keeps on demonstrating that instructors make the couple of inquiries that urge kids to utilize higher request thinking abilities in science (Sullivan and Clarke, 1990). Numerous essential instructors have officially created impressive expertise in great addressing methods in educational programs regions, for example, proficiency and social investigations, yet don't exchange these abilities to arithmetic.

Educators' impulses regularly reveal to them that they should utilize investigational arithmetic all the more frequently in their instructing, yet they are once in a while disillusioned with the results when they attempt it. There are two regular explanations behind this. One is that the kids are unpracticed in this approach and think that it's hard to acknowledge obligation regarding the basic leadership required and require a ton of training to create composed or deliberate methodologies. The other reason is that the instructors still can't seem to build up a scrutinizing style that aides, underpins and fortifies the youngsters without expelling the obligation regarding critical thinking from the kids.

In view of this definition, Garofalo and Lester (1985) distinguished three kinds of metacognitive information identified with numerical critical thinking: individual learning; errand information; and system learning. Numerical individual learning incorporates "one's evaluation of one's own abilities and impediments" (p. 167). Numerical undertaking information incorporates "one's convictions about the subject of science and convictions about the idea of scientific errands" (p. 167). "Numerical system learning normally incorporates learning of calculations and heuristics, however, it likewise incorporates a man's consciousness of techniques to help appreciating issue explanations, sorting out data or information, arranging arrangement endeavors, executing designs, and checking comes about" (p. 168). The focal point of this examination is only on the numerical system learning part of metacognitive information.

Conclusion

Creative thinking is a complex mental activity which is directed by a strong desire to search for solutions or reach the original products were not known before. In addition, it is comprehensive, complex and consists of a set of skills such as fluency, flexibility, and originality.

The importance of creative thinking is that it helps in finding solutions to many problems. These solutions are organized, logical and sometimes outside the box and away from the routine ways in which they are imprisoned. Where pupils are due to traditional methods.In order to develop creative thinking in mathematics, we must pay attention to everything that is new in the field of education, including the model of the creative solution to problems.

The researcher summarizes that there are many benefits of using the creative thinking in teaching mathematics:

1. It gives the Comprehensive and in-depth understanding of concepts, procedures, and relationships.
2. Increase knowledge of different sports topics.
3. Develop the ability to use mathematical terms studied, and integrate them to produce new knowledge.
4. Activate problem-solving strategies, such as trial and error, guessing, choosing the right view, and reflective thinking, thinking about thinking and changing data related to the problem.
5. Developing different thinking skills such as appreciation, finding alternatives and options, reflection, reflection and creative thinking.
6. Develop the ability to deal with open problems and unfamiliar situations.
7. Develop communication skills and work within teams.
8. Develop students' confidence in their ability to deal with aggressive mathematical situations

Recommendations

In the light of findings the following recommendations are presented:

1. It would be highly beneficial for the Ministry of Education. Additionally, this exploration is fundamental that exhibits another implimatation that was not overseen in past researchs, for instance, innovative thinking gadgets to make imaginative thinking, And the results will give profitable information that may help in orchestrating instructive modules learning activities and arranging appropriate tasks for grade school staking in thought the need of making creative thinking aptitudes in such essential stage.
2. The use of mathematical modeling in mathematics curricula to show the role of mathematical knowledge in the solution of real life problems.
3. Work on training students teachers in the faculties of education on how to use mathematical modeling in solving life problems.
4. Teachers work to discover the abilities and tendencies of students and develop their curiosity and work on developing these capacities in the right direction.
5. The curriculum makers should draw the attention of teachers to the importance of mathematical modeling to increase student motivation to study mathematics.
6. There should be a specialized team to choose the problems and activities that work to develop creativity

And include them in the mathematics curriculum in an appropriate manner that takes into account individual differences in students.

7. Included in the problems in the curriculum so that there are problems solved mentally and others.
8. Focus on the organization of the content of mathematics curricula in the primary stage according to mathematical modeling.
9. Preparation of guides for teachers to teach mathematics curricula in the primary stage using mathematical modeling

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Testing the Generation of Digital Natives: Implementing SRS as a Mechanism that simplifies Classroom Assessment

Petra Laktišová
University Teacher,
University of Žilina
Univerzitná 8215/1, 010 26 Žilina
petra.laktisova@uniza.sk

Abstract.

Quick advancement of technology is noticeably transforming the educational environment, language teaching including. Universities are technologically advanced places than ever before and the majority of them have the capability to access the online platforms and services using computer terminals or other devices. Along with the technological growth the teaching and assessing approaches are also being transformed. Exempli gratia, it is now less demanding to apply a survey or a test, instantly aggregate the results and analyze them more quickly than decades ago. One of the presently emerging technologies is a web-based student response system, which is also commonly referred to as a clicker. Most SRSs allow the teacher to gain, export and save response data for further analysis and assessment. Moreover, some systems are also compatible with certain course management systems. This integration allows the teacher to track student responses over the course, which simplifies the whole classroom assessment process. Although it is obvious that teachers and instructors highly encourage the use of clickers as assessment tools, we can't turn our backs to a clear need for further study and investigation of students′ perceptions related to online testing. This study contributes to current research by providing some additional insights into the use of SRS as a mechanism that simplified classroom assessment at the University of Žilina.

Keywords: clickers, assessment, student response system, online tests

Introduction

As a supporting element of the transformation of the different phases of the educational process, elements of information and communication technologies are being nowadays implemented on a frequent basis. Apart from the other characteristics of electronic devices, in particular, the technical parameters and capabilities are those that make the digital multimedia an ideal tool for learning.

The amount of information to be disseminated is constantly growing in volume, and its absorption in the learning process is losing its central position. This dominance gradually takes up the development of the student's abilities to learn. From the point of view of usability and time the acquired knowledge is increasingly shortened. This fact forces the development of such skills of the students that enable them to change the role of a passive learner to active one. Considering this fact, in the creation of content and designing the organization of foreign language learning courses, modern pedagogical principles are currently used at the ILL, and active forms of teaching with the systematic application of modern technologies are preferred, thus changing the position of a teacher. From the traditional role to the role of the facilitator that shows the way how to gain, process and apply knowledge correctly. Information and communications technology in education does not interfere only with the transfer of information, but also it penetrates the area of standardized assessments.

Standardized assessments are considered to be an indispensable and important phase of the learning process, where comprehensive insight into the score of individual participants in the learning process is acquired. Conducting the assessment in the traditional manner – either oral or written - is viewed as a time-consuming process. This problem can be solved by the use of ICT that lead to the automation of processes. Teachers can investigate student understanding through formative assessment and get valuable data on what and how the particular student has learnt, and then use that exact data to transform the instruction. When teachers know what students know and what they did not learn, they can easily adjust to meet students' needs at their level. The best formative assessment tools also help students self-reflect, figuring out where they currently are and where they should or rather need to be as university students. There are formative assessment apps for almost everything.

SRS: a great tool for the Instructors

A classroom response system is any system used to poll students in order to collect critical feedback in response to question posed by instructors in a setting where student and instructor share the same physical space.

Comparatively, a non-technical exemplification of the system is an instructor forcing students to raise their hands in order to show their agreement or disagreement with a given question. To some extent, a bit more sophisticated method involves the use of tinted purposeful cards, where each coloration associates with a possible response. Over the past period, technologists have had the response systems allowing students to key in responses using transmitters, also called "remotes" or "clickers" (Deal, 2007). The fundamental benefit of computerized response systems over non-technical procedures for obtaining feedback are the anonymity of responses, and the capability to display the multicolored response graphs overhead for the students to see the visual representation of their responses. These response systems can also store the data for supplementary analysis and assessment (Cain, Black, & Rohr, 2009). Additionally, there are three categories of implementation of SRS: presentation and questioning, student response and display, and data management and analysis. Moreover, at the most basic level, classroom and/or student response systems provide a role of mechanism that allows the instructor to monitor the students, for instance to take attendance, to assure a certain level of participation, and to increase the attention of students during the lecture or seminar. Conjointly, the instructor might investigate the accomplishment of assignments given through posing fundamental questions to manifest whether students fulfilled the given task. Secondly, the instructor using SRS is able to gather real-time information about the apperception of a concept being discussed. According to the responses gathered, the instructor is able to decide whether any extra time explaining a subject matter is needed, or if the bulk of the students understands the content of the lecture or seminar, allowing the instructor to set the pace of instruction with apparent evidence of students' comprehension or confusion. Thirdly, the use of SRS is related to a transfiguration of teacher's approach involving the cycles of questions and responses, followed by periods of discussions and logic interpretations.

Despite of aforementioned facts, clickers were definitely popular in the past decades, but they were dimmed by the rapid improvements in computer-based educational software and applications. Presently, universities provide the free internet connection pathways so that students use their own portable, connectable and always easy to use devices. This is what has made the conventional clickers outmoded.

Online forms of "clickers" are now gathering the popularity (Boscardin & Penuel, 2012; Caldwell, 2007; Fies & Marshall, 2006; MacArthur & Jones, 2008). Socrative – a cloud-based student response system is considered to be one of such multi-platform apps. One of the key attributes here is that Socrative dispose of such user interface that allows users to interact with electronic devices in a smooth and easy-to-use way. Likewise, the multi-platform is accessible across a spectrum of apparatus. To provide the instructor with the services of the platform, the instructor is called to undertake the registration procedure, which takes place exclusively online on the website and is free of charge. The process by which an individual gains access to the Socrative account by identifying and authenticating himself via entering user credentials is done here in the form of the username and a matching password. Then, the instructor is given the access to the virtual room where the educational tasks for upcoming seminars, lectures or tests are being prepared.

Socrative is viewed as a digital tool with a unique potential. Per contra, there is limited research that has been conducted focusing on the investigation the benefits of Socrative as a tool for formative assessment. Although it is obvious that teachers and instructors highly encourage the use of clickers as assessment tools, we can't turn our backs to a clear need for further study and investigation of students′ perceptions related to online testing.

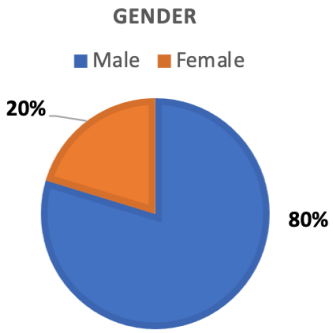
Methodology

The investigation itself was conducted at the University of Žilina, Slovakia, where Socrative was implemented and pilot-tested for the period of the academic year 2017-2018. Specifically, Socrative was fully utilized as the computerized response systems for formative assessment and obtaining feedback in courses of English language for specific purposes. The courses were attended by students who are currently studying at the Faculty of Mechanical Engineering and Faculty of Electrical Engineering.

Since the online questionnaire is a conventional tool for acquiring data related to attitudes of participants and their beliefs with respect to the topic investigated, we considered it as an essential apparatus for gathering information on perception of a cloud-based student response system (Laktišová & Sršníková, 2017).

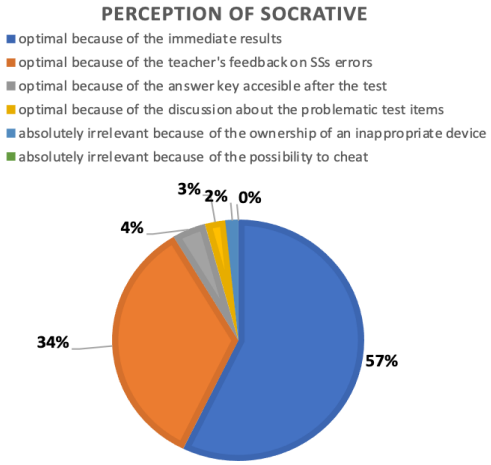
In total, the responses of the sample of 187 undergraduate participants ranged of age from 20 to 24 were collected and examined and as it is shown in Figure 1., 149 male and 38 female representatives drew an attendance in the study.

Figure 1. Participants of the study according to their gender



In case of respondents' gender, it is necessary to point out that the phenomenon of the predominancy of the male representatives is presumably caused by the selection of the faculties with a highly technical focus.

Figure 2. Students attitudes towards Socrative



The graphical representation of students' attitudes towards Socrative clearly points to the fact that students are satisfied with the assessments that are delivered online, considering them to be optimal for many reasons. The most critical interpretation, that is considered to be beneficial, is the immediate result. Students do not have to wait several days for the teachers to correct the test manually and publish the results in LMS MOODLE or send them via email. The individual student gets an immediate feedback not only about the final score but also about the errors committed in the test, which subsequently promotes discussion and further cooperation between the teacher and the student. We also took into consideration a number of negative factors that could influence the pilot version of online testing. The first aspect we perceived to be the most striking is the WIFI connection and its stability in the classrooms in which the seminars and also tests took place. The students were thoroughly briefed on which of the university WIFI pathways offered should be used in order to avoid failure of the connection while undertaking the test. Many of the students, instead of the university WIFI connection pathway, used their own unlimited mobile operator data program. Although Socrative as the multi-platform app is accessible across a spectrum of apparatus, some students do not possess the necessary type of the handheld device needed. For such students, the school ICT equipment was available. In order to ensure a level playing field for all students, the university authorized the ILL to use the computer laboratories. For abovementioned findings, the implementation of the testing platform may be regarded as successful.

Conclusions

There should be no question that the university teachers feel the responsibility for the students' outcomes. Yet, a committed teacher should also be concerned about the perception of the innovations that are implemented in order to support the learning results. If instructors want their students-digital natives to be positive toward the course itself, then they need to consider carefully the implementation of technology that could advocate the positive approach to studying. Socrative is viewed as the tool that has been described as effective in online testing, positively impacting not only the teachers of ESL course but also the students attending it.

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Pragmatic research into children's perceptions of polite ways of talking

Radoslava Rákociová
Doctoral Student
University of Prešov, Slovakia
Ul. 17. novembra č. 15, 080 01 Prešov
radoslava.rakociova@gmail.com

Abstract.
Politeness in various social interactions has been considered and perceived as a practical way of using and applying of good manners and etiquette. The operation of politeness involves the attempt of participants to behave and talk in the way they perceive polite in a particular situation. This paper is an exploration in the pragmatics about language and interaction between participants to exchange information (e.g. contact, perception, understanding, attitudinal reactions to the communicated content). The aim of this study is to determine the extent to which 7-year-old and 10-year-old children are able to perceive and characterize what a polite way of talking means to them. The paper is based on the quantitative micro-research which was performed in a form of a written questionnaire and a mutual dialogue and took place at a primary school in Poprad, Slovakia. Research questions applied were aimed to demonstrate the feasibility or defeasibility of the hypothesis that children, even though they do not know anything about politeness theories, are able to distinguish what the polite way of talking is through linguistic intuition. It is, therefore, the purpose of this paper to study children's politeness perceptions and understanding of various communicational situations. The different content dimensions are exemplified by collected data and the results of the micro-research are examined and evaluated by the use of politeness and pragmatics theories.

Keywords: language pragmatics, sociopragmatics, politeness principle, social interaction

Introduction

In general, politeness in various social interactions has been considered and perceived as a practical way of using and applying of good manners and etiquette. The operation of politeness involves the attempt of participants to behave and talk in the way they perceive polite in a particular situation. The main reason for it is to share their values and create positive emotions and so to build up and/or maintain good interpersonal relationships. Thus, I might say that interaction reflects the participants' perceived moral order of the interactional situation which is their personal perception of "how things should be". (Kádár, 2017)

Having a closer look at the politeness it is necessary to bear in mind that its examination reveals information about the wider circumstances of a communicant. These might include social and cultural values perceived on an individual, language and/or intercultural level. With the roles mentioned the use of politeness principle is concerned. According to Geoffrey Leech (1983), this principle together with conversational maxims is similar to those formulated by Paul Grice (1975). This principle varies from culture to culture: what may be considered polite in one culture may be strange or even rude in another. Generally, the goal of politeness is to make all of the interlocutors relaxed and comfortable with one another.

"For example: Russians are polite in a different way than Americans are, and they have all the means they need to be polite the way their communalities require them to." (Kecskes, 2013).

In some cases the Gricean maxims can be misinterpreted to be a guideline for etiquette and politeness, instructing speakers on how to be polite and cultivated. However, these maxims are strictly meant to describe the commonly accepted traits of successful cooperative communication.

Children as relatively new language users do not know anything about the above mentioned language politeness theory. My personal concern is to study their politeness perception and understanding of various communicational situations, and thus to find out what they consider to be a polite way of talking.

Research design

The purpose of this study is to apply methods of the quantitative research to demonstrate the feasibility or defeasibility of the hypothesis that children can distinguish what the polite way of talking is because they have a powerful intuitive sense.

This paper is based on the quantitative micro-research which was performed in a form of a written questionnaire and a mutual dialogue and took place at a primary school in Poprad, Slovakia. The collected data

have been gathered among pupils of different ages and grades, 7-year-olds and 10-year-olds. For the purpose of this study about forty (40) participants have been approached with three questions:

1. What does it mean to talk politely?
2. How do you know what is a polite way of talking?
3. Can you give some examples of polite ways of talking?

The research method of oral dialogue was applied to the younger group of pupils. The methods of brainstorming and snowballing were also applied, especially to the general part of the questions discussed. The third question was answered by each pupil individually since its content concerns a subjective matter. A written questionnaire was used to conduct the research within the older group of participants.

Research results

After the collection of the research data corpus, it was subsequently analysed and collated. Its mutual comparison and summary demonstrates research findings.

Generally, children perceive as polite way of talking to talk in a calm and peaceful manner, without any traces of nervousness, anger, pressure, fatigue or irritation. Also, talking politely is when speakers talk kindly and pleasantly. It means that such an intrinsic environment of a person helps to set a good atmosphere between communicants and so for the communication to reach the positive and mutually successful end. Children have a feeling that somehow irritated person does not talk politely since he/she is controlled by negative emotions.

Not only the use of vocabulary but all the aspects of the voice, its tone, pitch, and intonation contribute to the children's politeness perception. Loud talk and shouting is perceived as impolite, while talking to small children is usually marked by the polite way of talk. People try to raise children's interest, get their attention and trust to provoke their positive reactions, and so they adjust their talk accordingly.

"In the shop they always talk to me politely because they think I'm still small."

The other interesting finding is that polite talk is influenced by the individual character and person's internal features. As an example it was stated that

"Some people are more tolerant and accept opinions of others while some people are stubborn and push only their own opinions."

Surprisingly, children understand that there is a great deal of influence of a family, education, environment, habits, age, social class, communicational topic and the situation in which the communication happens. E.g.:

"In many restaurants waiters do their jobs reluctantly and it is transformed into their talking and politeness to customers."

"Children talk back to their parents at home and so they do the same to their teachers at school."

Unfortunately, the way of talking of many children and adults is often not very polite judging by the choice of their vocabulary. Many respondents mention vulgarisms and swearwords which are being used a lot these days. While analyzing this point I came to the conclusion that the more of these words they use the cooler and more accepted they feel by their peers. It means by using impolite vocabulary children strive for getting some kind of authority and attention.

Children strictly perceive the use of the "magic" words such as *excuse me, please, sorry, thank you* and phrases such as *would you be so kind, could you do me a favour, etc.* as polite. Moreover, they feel that the use of this kind of words eliminates imperative mood which feels more like the wish clause. That is why the hearer becomes more willing and ready to help and fulfill a request. E.g.:

"Could you tidy up your room, please?"

"Would you be so kind and lend me your toy, please?"

Sometimes, however, in Slovak environment a misunderstanding in interpretation can arise when the recipient confuses the imperative mood for a request with yes/no answer. On the other hand, this type of polite imperative is common in the English speaking countries. E.g.:

"Would you like to do the dishes?"

It is claimed that older people apply politeness in their talk, moreover they speak slowly and clearly which also helps to perceive their talk as polite. According to them politeness disappears from the talk of young people since it takes longer to get to the point, there are too many words to say with actually no meaning, and thus it takes too much time. Is it due to busyness of these days or laziness of people to talk more than necessary? Whatever the reason is the shift to egocentrism is obvious. It emerged that the use of polite phrases is considered to be getting obsolete, cliché, even useless and people prefer to talk in short. E.g.:

In the shop: "Where is sugar?" vs "Can you tell me where the sugar is, please?"

At the table: "Give me a tomato sauce." vs "Could you pass me a tomato sauce, please?"

Another interesting finding is that respondents feel that the more anonymous people are, the more polite they talk to each other. They perceive that in bigger cities, public places, trains and planes people talk more

politely than they talk in their families or among their friends and classmates. This tendency was supported by several examples:

"Good morning. Is this seat free, please?"

"Hey, mate, I'll sit here, ok?"

From the research data it is clear that children perceive the use of the formal addressing of a person and the usage of greetings as very polite. On the other hand, slang words are felt to be impolite.

There are some interesting findings in answers of the younger group of children for the first question which usually start with *not*, e.g.:

"Not to talk back or interrupt the other while talking."

"Not to say bless you when somebody sneezes."

And last but not least these children mentioned that to talk politely is to talk with love.

Comparing and contrasting all the answers provided I came up to the results that children learn from people who are close to them and imitate their surroundings either in a polite or impolite way of talking. Actually, they are like a sponge and absorb everything they come across. They are able to treat all the patterns accordingly even if it seems they do not pay a proper attention. E.g.:

"When my parents talk nicely to each other I also talk to them in this manner because I know it is polite."

A: "Say hello to your parents!"

B: "Thank you. I will."

"Once we went to see my dad's cousin and he started to be really angry and call everybody names and argue with them."

"My grandma told me to take the bus Nr. 7 and I was not sure if it goes to the church so I asked the driver about that. He told me: "What did you drink? Sure!""

Moreover, from the research it is clear that children are learnt politeness not only in talking but also in behaving. The sources are usually parents, grandparents, teachers and other family members. When there is a lack of proper education and adults' authority, unfortunately, children talk and behave according to their mood or free will and they act before they think what is polite or impolite.

"Once a week I would like to have a class of good manners at school where children would be learnt how to talk and behave politely and then all of us would be better people."

Also, respondents keep lots of words in their passive vocabulary and even if they do not use the polite/impolite talk they are able to recognize its meaning and a way of its usage. The situation seems to be the same with learnt words from foreign languages which they apply into their mother tongue, e.g.: increased usage of *please, thank you, sorry.* This might even be attributed to a cultural feature of the Slovak nation's mentality. Lots of English learning children confess that they perceive English language as more polite, respectful and humble than the Slovak language.

Conclusion

The outlined paper strives to determine the extent to which 7-year-old and 10-year-old children are able to perceive and characterize what a polite way of talking means to them. Research questions applied in a quantitative micro-research were aimed to demonstrate the feasibility or defeasibility of the hypothesis that children can distinguish what the polite way of talking is because they have a powerful intuitive sense.

Since politeness in various social interactions has been considered and perceived as a practical way of using and applying of good manners and etiquette, children as relatively new language users do not know anything about many profound politeness theories. There are many handbooks, manuals and guides on the topic how to teach children to behave and talk politely.

According to results of the research it is possible to assume that children's politeness perception and understanding of various communicational situations is clear and evident. On the other hand, the fact the research was done on the sample of already educated children in this sphere can not be denied. So even if the respondents come across the situation when they are not sure what the polite way of talking is they can somehow predict it from their previous knowledge already learnt or observed in their surroundings.

It can be concluded that the research has shown children have a strong sense to identify what a polite talk is and they are able to use it provided their prior knowledge about politeness. Thus it is questionable and difficult to define the extent of their natural intuitive sense applied to recognize it. However, one is known to them: to talk politely is to talk with love.

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Error Analysis applied in Note-taking Research of Conference Consecutive Interpreting

Zihui Wang,
PhD student in Swansea University,
supervised by Dr. Patricia Rodriguez-Martinez & Dr. Sabrina
United Kingdom
806131@swansea.ac.uk

Abstract.
Note-taking, an indispensable tool in Consecutive Interpreting plays an important role in supporting interpreters' memory. This paper is based on several significant studies in Consecutive Interpreting and focuses on exploring Note-taking skills that can be applied in business domain. With a well-established theoretical framework, this paper aims to reveal the significance of Note-taking in Consecutive Interpreting. Previous researches have revealed several basic rules of Note-taking skill in Consecutive Interpreting (Noting the idea and not the word, Abbreviation, Links, Negation, etc.), however, no studies have investigated particular aspects of Note-taking in English to Mandarin language combination within the field of Consecutive Interpreting in Business Domain. In the meantime, this work intends to apply Error analysis method to analyze interpreters' output, in the meantime, trying to find out the relationship between the notes and output.

Keywords: Note-taking, Consecutive Interpreting, Error Analysis, Empirical Research

Note-taking research background

The researches of Note-taking skills of interpreting have been developed in the past decades, most of the researches are focus on giving advises on what interpreting notes should look like and how note-taking should be taught based on interpreters' personal experiences (Dam, Interpreters' notes: On the choice of langauge, 2004). The first note-taking system was put forward by Rozan in 1956, then was followed by different researchers in different languages, for example, Baker (1972), Kirchhoff (1979), Gran (1982), Ilg (1988), Allioni (1989), Matyssek (1989) and Gillies (2005, 2017 & 2018).

The principles put forward by Rozan (2004) provided a sound basis and precision definition and enabled interpreters to use them straightforwardly. There are seven of these principles; in order, they are:

- Noting the idea and not the word
- The rules of abbreviation
- Links
- Negation
- Adding emphasis
- Verticality
- Shift

Rule No.1 'noting the idea and not the word' is reminding interpreters to concentrate on the ideas not the language when they are taking notes. Rule No. 2 – 'abbreviation'; if the interpreters have enough time they should note down words as completely as possible, but if not, interpreters should use an abbreviation to replace the original idea. In this process, interpreters should better note down the first and last few letters from the source language word, rather than trying to write as many letters as possible from the start onwards. The interpreter should also pay attention to the GENDER and VERB TENSE. Rule No. 3 is about the logic of the original speech - the interpreter should note 'links' by using the key words; links are not just about representing the idea - they also imply the group of words to which the idea relates. Negation and Emphasis mean taking notes by using a line through a word or symbol or underlining it. Verticality means taking notes from top to bottom rather than from left to right on the note pad. Consecutive interpreters should try to group the ideas logically, allowing a complete and immediate synthesis when they come to read back their notes. Using 'shift' offers vertical layout notes on the page (Rozan, 2017). The most important rules given by Rozan are that long words should not be noted down in full or noted from the first letter; they should be noted by the first and last letters or, if the word is short, by the first three letters, followed by a full stop. A full stop after an abbreviation indicates that a word has been cut down to a shorter word instead of writing it in full, for instance, Sep. indicates September, but if an abbreviation contains a final letter of a word, then it won't stop by a full stop, as Dr for Doctor.

Another empirical work of Andrew Gillies (2005), involves the general understanding of Consecutive Interpreting, the step-by-step introduction of a note-taking system, techniques that can be used in the note-taking

skills development as well as some examples (Gillies, 2005). Links imply the logic between what is about to be said and what has been said before in a speech (Baker, 2011). When interpreters are interpreting the speech, they should focus on the ideas and the links between the ideas. A speech could be a meaningless list of ideas without logic, and that is the reason why interpreters should try their best to identify the links in the speech (Gillies, 2005). In this work, Gillies provides three ways to help interpreters practice taking notes: a) Taking notes directly; b) Reproducing speeches from notes; c) Note-taking from the spoken word. There are a number of benefits for interpreters when taking notes directly from the speech, because there is no time pressure as with the spoken word, so the interpreters have more time to consider the rendition and to deliver the message. In this way, it means that the interpreter should practise what they need to note. The next step is to reproduce speeches from their notes, which means that the interpreters should use the notes they have made from the speech, which involves subject, verb, object units and the links between them, and then try to reproduce, orally, a version of the source speech, either in the same language or in a target language. Gillies (2005) also mentioned that the symbols used in the notes do not have to be a picture; it can also be a short word, a pair of letters or a single letter. Symbols are quicker and easier for interpreters to note and read, and interpreters should also notice that symbols often represent concepts not words - symbols are not one-to-one translations, so they help interpreters to avoid source language interference when interpreting (Gillies, 2005).

In *The Interpreter's Resource*, Phelan discusses different types of Interpreting (2001). According to Phelan, the term "Conference Interpreting" refers to the use of Consecutive or Simultaneous Interpreting at a conference or a meeting. Nowadays, Simultaneous Interpreting is far more common and is used almost exclusively in international organizations. Conference Interpreting is the most prestigious form of Interpreting and the most financially rewarding (Phelan). For Consecutive Interpreting, interpreters take notes while listening to a speech and deliver the speech in his or her native language. Usually, the interpretation is not a summary unless the speaker has requested the interpreter to do so; otherwise, it is a complete rendition of the original speech in another language. Note-taking is considered as the central skill in Consecutive Interpreting and interpreters often have their own techniques for note-taking. Some consecutive interpreters prefer to use symbols while others do not. The most important feature of interpreter's notes is that each individual's notes would probably be totally unintelligible to any other note-taker. Some interpreters even manage to write down practically everything they hear, analyse the speech and its theme or argument. Phelan believes that most interpreters take notes in the target language rather than the source language, as this approach saves time and effort when the time comes to deliver the interpretation. This approach also helps the interpreter to make a conscious effort to move away from the structures and expressions of the source language.

Chinese researcher Wei Lu, from Jiangxi Normal University, put forward some practical advice for consecutive interpreters, especially for Chinese-English Consecutive Interpreting (LU, 2013).In her work, she presented several practical hints from some veteran interpreters:

1) Write as few words or symbols as possible;
2) Better to take notes in the target language;
3) See to it that the notes are logical and legible;
4) Note-taking in interpreting should not take the form of shorthand;
5) Memory is expected to work simultaneously with note-taking (Lu, 2013, pp. 77-78).

However, some of this advice seems contrary to other scholars' studies; for instance, Lu believes note-taking in Interpreting should not take the form of shorthand. By contrast, Nolan advised that interpreters could learn a shorthand system or speed-writing skill in the target or source language. There is controversy in relation to these points; also, should the interpreter use the source or target language to take notes? It is hoped that this research finds a better answer for Chinese-English consecutive interpreters.

On the other hand, Heping Liu believes that the interpreting process is actually an intelligent transformation of language and emotion, and repression through another language (Liu, 2008). Consecutive Interpreting has a high requirement of memory ability against transformation from source language into target language (Liu H. , 2008). As the limitation of human memory, a remarkable interpreting task depends to a large extent on the interpreting notes (2008). Taking notes could help interpreters reduce a memory and psychological burden (2008).

Moreover, an online interpreter training video posted on YouTube named "Note-taking for consecutive interpretation: an introduction", which was recorded at the Centre de Conférences by Albert Borschette in Brussels in November 1999 in English (Roche, 1999), states that the process of interpreting is to "convey someone else's ideas" (1999). Interpreting is an activity which involves movement - it is a dynamic activity and the interpreter has to be constantly on the move along with the speaker, whose thoughts interpreters have to interpret (1999). Roche proposed five questions to make sure that interpreters could do justice to the speaker's ideas; they are: "WHY? WHERE? WHEN? WHAT? and HOW?". 1) Why interpreters note? – is it to relieve the strain of interpreter's memory? 2) Where do interpreters note? – Ideally note on the note pad. Interpreters should be as generous as they want to be to the paper they were given. 3) When to note? – Interpreters note down, once

an idea has clearly taken shape in their mind. 4) What to note? – The main ideas of a speech. 5) How to note? – Use symbols and abbreviations to take down the notes to help interpreters remember the speech.

Experiment Conduction

The research methods applied in this research is to examine interpreters' notes under a laboratory condition. Research on interpreters' notes has a long tradition in the history of Interpreting Studies, but very little empirical work has been conducted on this matter. Gile (1998) suggested that researchers should generate the experimental process under controlled conditions in terms of situations and phenomena for the specific purpose of study.

An authentic, audio-recorded public speech (for the transcript of the speech, please see Appendix B) from a Business Conference was used as part of the experimental component of this study. The speech topic was *How to Win on Google Adwords in This Changing World*, delivered by official staff of Google Adwords at the Introbiz Expo Fair, Cardiff, UK, 2017, which this researcher attended. The source speech is a 9-minute long text, 1150-word speech in English, and since the background sound is hustle and bustle, the research asked a native speaker to re-record the content in English. In addition, the new recording provided a quiet environment for participants, so that they could focus on note-taking and not be distracted by external factors. All participants were native speakers of Mandarin Chinese and English was their second language.

This study wanted to attenuate the methodological criticism that will be derived from the actual fact that the taken knowledge would be obtained in a very laboratory scenario (where the topic wouldn't have a way of reality in terms of taking part in a very real conference). Although Gile (1998) criticized the fact that collecting the data in a lab situation may undermine the validity of the data sample, it is also worth noting that lab-based experiments allow for a tight control of other variables. In the present experiment, for instance, the participants were not allow to re-start if they made any mistake during the interpreting stage.

Following initial contact with the participants, they were provided a bilingual glossary and a brief introduction of the source speech one week before the experiment was carried out. These materials would allow participants to anticipate the overarching topic.Although this decision may allow some participants to develop certain symbols before the experiment, this possibility should be seen as part of the normal preparation process that most interpreters go through before a professional interpreting assignment.

In addition, the researcher followed the procedures set out by Swansea University, which requires that participants sign the consent form before conducting the experiment. The briefing in English, which, overall, did not exceed 10 minutes, also covered ethical issues, such as confidentiality, data protection and the participants' right to withdraw at any time.

After the experiment, the researcher first transcribed the audio recordings of the whole experiment, then extracted those fragment that had been selected to illustrate the analysis using error analysis criteria. The transcript of the interpreting output was compared with the notes in order to clarify the contribution of participants' notes to meaning-making in the context of business consecutive conference interpreting.

Error Analysis

Error analysis is an experimental technique for validating the theory of transfer (Corder, 1981, p. 35), the author of the present research hopes to able to draw certain conclusions about the strategies adopted by the interpreters in the process of interpreting. In the field of Consecutive Interpreting, and the pedagogical intentions of the present research, the analysis methods of the most frequent occurring types of error are applied in this research (Sylvie Lambert, Barbara Moser-Mercer, 1994). There are several common error types in Consecutive Interpreting attributed to the Chinese-English language combination.

Omission. Omission has been amply adopted in many translation studies. It occurs when translators have not translated, i.e., omitted important content from the source-text in their target text (Dimitriu, 2004). The term Omission, as stated, refers to the elements that exist in the source speech which are left out of the interpretation in the target speech (Barik, 1971).

Omission has been amply commented upon in many translation studies; it occurs when the interpreter has not translated, i.e., omitted something form the source text in their target text (Dimitriu, Omission in Translation, 2004). The term Omission, as stated, refers to the elements that exist in the source speech which are left out of the interpretation in the target speech (Barik, A Description of Various Type of Omissions, Additions and Errors of Translation Encountered in Simultaneous Interpretation., 1971). Here we are dealing with clear omissions and not omissions resulting from the substitution of one thing for another by the interpreter, the latter fall under the category of substitutions and/or errors. Omissions are determined on the basis of the final content of the original

message, so that it is not considered an omission if the interpreter does not translate a lexically irrelevant repetition or 'false start' on the part of the speaker or source speech. According to Barik, omission can be categorized as **Skipping Omission**, **Comprehension Omission** and **Compounding Omission**. In addition to these omission types above, there are some other omitted materials in the interpreting process: a) omission of connective 'and' between words, phrases or sentences, where its omission is not disruptive; b) omission of superfluous and often untranslatable material, in the form of fillers, such as: well, now, you see, etc. in English or **恩、啊** 这，是 in Chinese. These situations occur occasionally in spontaneous speeches and semi-prepared texts; c) omission of definite articles, etc., which should have been given; d) omission of specification, i.e. speaker provided a detailed information of one term while the interpreter only interpret the term without the description (Barik, 1971).

The following examples are the Omission cases made by the participants in this experiment. The Source Text (ST) is the transcript of the original speech, the Target Text (TT) is the transcript of the outputs of the interpretations.

The researcher used back-translation method here to further refine the translation result, due errors or changes have high frequency of occurrence. Four steps are adopted in this back-translation,

- Translate the SL version into TL version
- Review the grammatical style and comprehensibility
- Do back translation
- Compare the SL version with the back-translated version.

Example 1:

ST: So, you'll all be familiar with this. Obviously, Google search results page. It's typically split into two parts.

TT (M1): 对它都稍微多熟悉一点。谷歌搜索页面主要分为两个部分[1]*。*

TT (B1): ***然后****让你们对他对这个事情感觉让你们对这个事情有****一定的了解 它的来源网****页有两部分*[2]*。*

In these sentences, interpreter M1 has omitted the conjunction word *so* which should be interpreted into Mandarin as **所以** 这样，那么(so, then). Omitting a single word or phrase which is relevant to the original event, and does not alter the grammatical structure of the original sentences, results in very little loss in the meaning and thus, can be considered as a Skipping Omission (Barik, 1971). Also, in this case, participant M1 did not interpret the *Obviously Google search results page* (ST) in her interpretation (which should be 显然是谷歌搜索结果页面),.This could be considered as Comprehension Omission. Comprehension Omission refers to interpreters failing to comprehend or unable to interpret some important parts of the source speech, which could result in meaning loss of the whole output.

In participant B1's interpretation, 'Google search result page' has not been interpreted, but use 这个事情 (this thing) instead, while in the following sentence, 'Google search result page' were interpreted here as a subject, and in some cases, the logic or the relationship between grammatical units is not alter the meaning of the speech.

Example 2:

ST: but how many businesses have under 10 keywords?

*TT (M1): **但是关于****这个关键词儿又有多少事情是我们需要关注的呢？****又有多少****词会出现在关联词部分呢?*[3]

*TT(M2): **再****强调一次关键词，十个关键词*[4]

Sample 2 could be a representative Compounding Omission case in this research. ST (but how many businesses have under 10 keywords?) should be interpreted as ***但有多少企****业拥有10****个关****键字*[5]*？* However, the participant recombined her units from different clause groupings as ***但是关于****这个关键词儿又有多少事情是我们需要关注的呢？* ***又有多少****词会出现在关联词部分呢*[6] ***？***and resulted in the output having a slightly altered meaning. Participant M2 did interpreted the main information 'keyword' as well as the indicated number 'ten' but with her own understanding by using 'emphasis', the whole interpretation seemed to recombined elements from different clause groupings by omitting some materials, i.e. *'business'*.

Example 3 (from Participant M1):

ST: If you've got loads of products and services that you offer, you could have hundreds of keywords for each variation, for each product and service.

TT (M1):

如果你往下面再去*寻找一下的话，大概其有成千上百的关键词，很难去真正的界定它到底有多少。*

---

[1] A little more familiar with it. The Google search page is divided into two main sections.

[2] Then let you feel that you have a certain understanding of this thing for him, and its source page has two parts.

[3] But how many things about this keyword are what we need to pay attention to? How many more words will appear in the related words?

[4] Re-emphasize once, keywords, ten keywords

[5] But how many companies have 10 keywords

[6] But how many things about this keyword are what we need to pay attention to? How many more words will appear in the related words?

In this case, participant M1 has omitted the word group *for each variation*, which can be considered as a Skipping Omission, which does not change the meaning of the source text. However, a very special point in this case is that this interpretation not only contains Omission, but also Addition. The last unit of the sentence, *很难去真正的界定它到底有多少*, is participant M1's own words, which are not mentioned in the source text. Through this example, we can find that more than one type of error can be found in the same sentence and different types of errors can occur at the same time, especially when the interpreter does not have a full understanding of the source text, or the interpreter has already forgotten what has been said in the source speech, or when interpreters are unable to note down key words or important information in a logical way.

Example 4 (from Participant M1):

ST: First of all, you select your keywords that you think people are gonna be searching to find your product and service

TT (M1): **首先你**说了这些关键词就是意味着人们想去找寻它[7]

In this case, the output is quite equivalent to the ST, but participant M1 still omitted one-word unit which is *product and service*. However, if it is understood by the context, this omission does not alter the meaning of the source text, and as a result, this omission is not unacceptable in the interpreting process. In some cases, it can help interpreters organize his/her language more logically and make his/her output more concise, brief and simplified and make the audience have a clear comprehension of the whole speech.

Addition

Addition refers to the materials which are added outright to the context by the interpreter and Barik put forward four major types of Addition: Qualifier Addition, Elaboration Addition, Relationship Addition and Closure Addition; also, addition of the connective word, addition of specification, definite article and preposition; and interpreters may add extraneous material or comments not related to the text (Barik, 1971).

Example 1:

ST: It's probably fair to say that it's a goal of every business to run organically at the top here for your keywords

*TT (M1): **但是很多公司的目**标都是能够井然有序的将它们都陈列出来，**在最**顶端是关键词，恩，**很容易就去找到它**[8].*

*TT (B3): **而且你**经常，我会去做这些这些订单数，还是比较重要的，将这种广告与商业有机的结合。首先我们是要找到关键词[9].*

In this case, the ST consisted of one compound clause, but the TT consisted of three clause units; as we can see, the participant used her own understanding, to make the source text understandable to Chinese audiences. Participant M1 added the qualifying phrases which are not in the original version; in this case, participant M1 gave more detailed information and split the long-twisted compound sentence into three subordinate clauses. The interpretation by participant B3, has added several clauses which are irrelevant with the original speech, and we can see from her notes that she did not make any notes of this sentence.

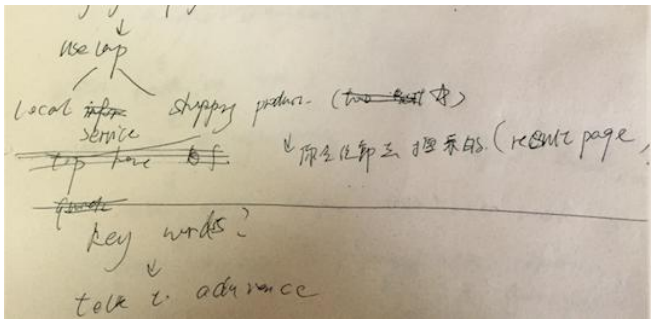


Figure 4.1 from participant B3

As we can see form her notes, she was trying to note down the information of the ST but draw a line to indicate the logic of the source speech instead for some reason. The lack of notes here is resulted in incompleteness of the interpretation, in the meantime, she added several clauses here.

Example 2:

[7] First of all, you said these keywords means that people want to find it.

[8] But the goal of many companies is to be able to display them in an orderly manner. At the very top is the keyword, well, it is easy to find it.

[9] And often, I will do these orders, it is still more important to combine this kind of advertising with commercial organic. First we are going to find the keywords

ST: I thought it'd probably be best to give everyone a brief introduction of Google AdWords and make sure we're all on the same page.

TT (M3):

恩，好的，下面可能最好的是向每个人介绍谷歌的，谷歌赞助商链接，我希望我们每个人看到的都是同一页[10]

TT (B3):

我觉得这是一个不错的建议，去给大家，给大家一个简短的介绍，有个有关谷歌赞助商链接，

我相信我们现在应该是在同一页面上[11].

There exists several types of Addition in Consecutive Interpreting, most common situation is interpreters like to add a qualifier or qualifying phrase which is not in the original version, just like the interpretation from participant M3. Figure 4.2 presents an example how the interpreter noted during the interpreting.

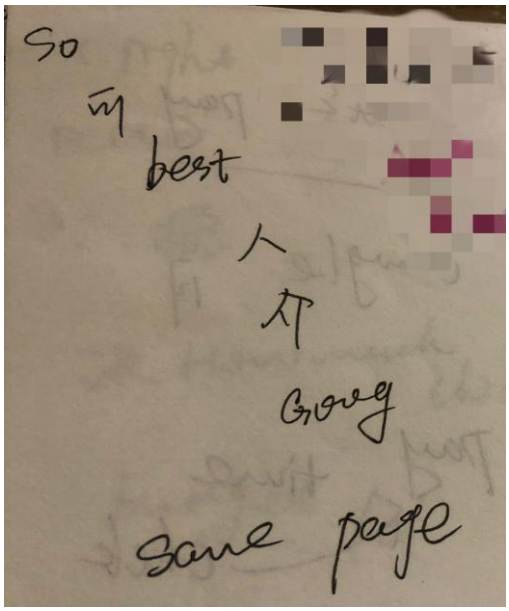


Figure 4.2 from Participant M3.

As for the interpretation by B3, she also added some phrase like '**我**觉得这是一个不错的建议(I think this is a good suggestion)' as an separated clause, but the whole interpretation seems to be overlapped and redundant. In addition, she was trying to note down every single words of this sentences, see Figure 4.3 as follows,

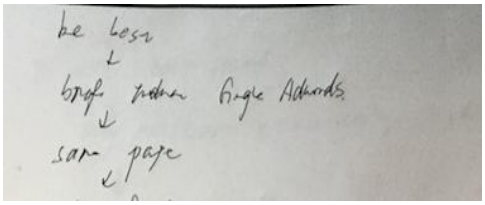


Figure 4.3 from Participant B3.

As we can see, the more interpreters noted down does not mean the better output they can get.

Example 3:

ST: So, you'll all be familiar with this. Obviously, Google search results page.

TT: **我**们都充分熟悉这一页面，当然还有谷歌搜索结果界面

As discussed above, the ST contains the pronoun *this*, which refers to the Google online page, but the speaker did not name it clearly, so in the TT, the participant gave the audience a detailed information of the pronoun *this*, as页面(page). Through these cases, the researcher found that Addition could help interpreters to produce a more acceptable, more understandable interpretation for their audience. This can only happen if the interpreters have a full understanding of the original speech and use Addition properly.

Structure.

Interpreters inferred from one language structure and re-structure them into another linguistic structure, that of the language used by those intended to receive the interpreted message. The structure of the source text

[10] Well, ok, the best thing next is to introduce everyone of Google Adwards and I hope that each of us sees the same page.

[11] I think this is a good suggestion, (to give everyone), give you a short introduction, there is a link about Google Adwards, I believe we should be on the same page now.

(words, phrases, sentences, etc.) may not be assistance when the interpreter is working to construct the target text, especially if the language are quite different. Because the language structure of the interpreter's audience differs from that of the source text (Janzen, 2005, p. 71). The interpreters are likely to insets source language features into the target language phrasing, the result can often confuse the target audience (Janzen, 2005, p. 72). When the interpreter is sufficiently knowledgeable about both languages and their contexts of use, however, the choice to insert something from the source language form may be deliberate, because the interpreter understands the intentions of the speaker and expectations of the audience and works hard to construct an interpreted message that balances these dynamics. More often, the interpreter just doesn't have a better idea of how to phrase something in the target text, and if compounded by factors such as stress or fatigue, inappropriate source language intrusions can become more frequent.

Example 1:

ST: What are keywords? So, keywords are obviously the words and phrases that your target audience may search to find your products and services. So that may be networking group in Cardiff or Mike training. So, why is it so difficult to rank organically? First of all, there's no set formula. Google haven't announced what you need to do and how much weight you need to get the same things to rank organically. We do know that things like site speed, mobile site speed, keywords on your website, and links to your website across other websites on the net rank and they matter, but we don't know how much they matter, which places to put the most emphasis.

TT(M3):

什么是关*键词呢?*

关*键词呢就是，一个单词或者是一个短语，与你的目标短语相匹配，或者是与产品相匹配，比如说在卡迪夫你可以获得什么样的产品**或者是什么样的课程训练，那么在这样的过**程当中**为什么会存在困难呢?第一点原因就是，（在谷歌上搜索的时候*）***谷歌何以***给你提供（你想要）你需要的东西甚至于更多的东西，相对于同一个词来说，我们有很多的方式来解决这一问题，手机，**移**动数据，关键词，或者是与其他网站的相关链接，**我**们都可以从中收集到关键词，但是我们并不知道有多少是我们所需要的*[12]

TT (B1):

然后什么是关*键字呢?关键字就是有一些单词和句子组成的。当人们需要寻找一些产品啊，或者一些所需的物品时，来输入**在搜索引擎上的一些关**键词。那我们为什么觉得有计划的寻找这个关键词是如此的困难呢？ **因**为首先**的一点就是它的公式的**问题，**因**为你不知道你要付多少钱 **你也不知道当你想要从一个网站链达另一个网站的**时候， **你需要支付多少多少多少广告**费。**因**为不知道支付多少广告费*[13]

A short passage is chosen here to analyze the different features from source language and target language. In the source language,

'*So, keywords are obviously the words and phrases that your target audience may search to find your products and services'*,

was interpreted into 4 short units by participant M3 as

关*键词呢就是，一个单词或者是一个短语，与你的目标短语相匹配，或者是与产品相匹配*

here the researcher did some back translation is:

'*The key word is that a word or a phrase matches your target phrase or matches the product*'.

as we can see from these sentences, the participant M3 divided the source sentence into four information units in Chinese, while the back translation can still combine Chinese information units as a whole English sentence. However, one key information has been omitted in M3's interpretation – 'search' which is in the adverbial modifier section in the original sentence.

And the interpretation for participant B1 is:

关*键字就是有一些单词和句子组成的。当人们需要寻找一些产品啊，或者一些所需的物品时，来输入在搜索引擎上的一些关键词。*

back translation is:

Keywords are composed of words and sentences. When people need to find some products, or some of the required items, to type some keywords on the search engine.

The target texts provided by participant M3 and B2 are both contains several clauses, while the back-translation of B1' interpretation cannot combined into one complex sentence like the back-translation of M3.

[12] What is a keyword? The key word is that a word or a phrase matches your target phrase or matches the product. For example, what kind of product can you get in Cardiff or what kind of course training? So why are there difficulties in such a process? The first reason is that (when searching on Google) Google can give you (what you want) what you need and even more. Compared to the same word, we have a lot of ways to solve it. This question, mobile phone, mobile data, keywords, or related links to other websites, we can collect keywords from it, but we don't know what we need and how much is it.

[13] Then what is a keyword? Keywords are composed of words and sentences. When people need to find some products, or some of the required items, to type some keywords on the search engine. So why do we find it difficult to find this keyword in a planned way? Because the first point is the problem with its formula, because you don't know how much you have to pay. You don't know how much advertising you need to pay when you want to get from one website to another. Because I don't know how much advertising fee to pay.

Compared the two interpretations, participant B1 often inserts adverbial clauses in her interpretation, which is the main reason caused this difference.

Notes taken by M3 and B1 as follows,

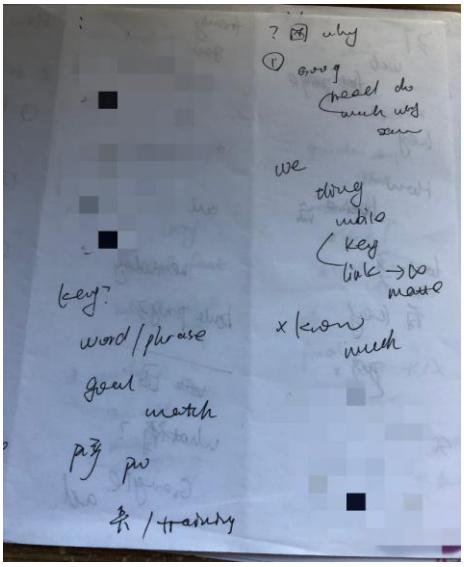


Figure 4.3 from Participant M3

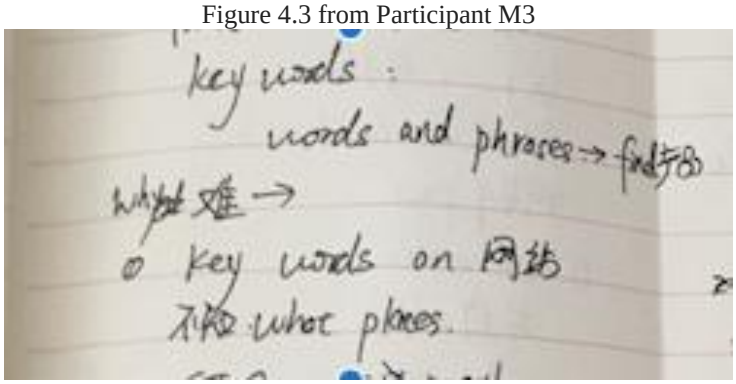


Figure 4.4 from Participant B1

As can be seen in these two screenshots, the notes taken by participant M3 are more logical and use more symbols to indicate the relationship between different information units. While the notes from participant B1 is lack of logicality, and she was trying to note some single words in full by using Chinese, she was unable to abbreviate words from the source text.

Register.

Halliday believes language register is to help people to understand what situational factors determine what linguistic features' (Halliday, 1978). In other words, theories of register aim to propose relationships between language function, (determined by situational or societal factors), and language form (Leckie-Tarry, 1993, p. 28). Sign-language Interpreter often talk about 'register' as divisible into five general areas from least to most formal: intimate, casual (or informal), consultative, formal and frozen (Janzen, 2005). Joos's (Joos, 1967) early work on language style differences in the book The Five Clocks, since then, the register variationists in the field of sociolinguistics have made numerous inroads in understanding the complex domain of language usage (Janzen, 2005). Ferguson (1994) defines Register as a communication situation within a society that occurs regularly such that participants develop particular patterns of language use that become identified with this setting. Used in this way, register is taken to mean the situation itself, not a language style that may be found there (Janzen, 2005). The advantage to thinking of registers as situation types (e.g., a classroom, doctor's office, boardroom, etc.) is that it allows language use found there to vary, such that there will be a tendency to see a given language style associated with the register, although participants are not constrained by this style. Ferguson states:

People participating in recurrent communication situations tend develop similar vocabularies, similar features of intonation, and characteristic bits of syntax and phonology that they use in those situations. Some of these registral features, such as special terms for recurrent objects and events, and formulaic sequences or 'routines', seem to facilitate speedy communication: other features apparently serve to mark the register,

establish feelings of rapport, and serve other purposes similar to the accommodation that influences dialect formation. (Ferguson, 1994, p20)

Student interpreters usually ignore register issues during the interpreting.

Example:

So, how does Google Ad Words work? First of, this is a very whistle stop tour, by the way. First off, you select your keywords that you think people are gonna be searching to find your product and service. Secondly, you assign a price or a bid that you're willing to pay for a click on each keyword. Then, you're entered into an automated auction, which I won't explain now, but that basically looks at your bid and other factors, such as the quality of your ads and everything to decide how high your ads will appear on Google. So, if your ads do appear and somebody clicks on your ad, that is when you pay.

TT(M2): ***那么谷歌广告是如何运作的呢？ 首先你是****设想到人们可能搜索的关键词都有什么，****从而****寻找搜索，你想要搜索的产品和服务， ****其次 你需要分配 价格 不同关****键词所需要支出的不同价钱， ****那你是怎****样的质量，****当某一个人搜索了你所****设置的关键词时，你就将会得到报尝， 报酬，所以这就和同广告区分开来，是非常的合理的，这是实际报酬，****所以 也就是****说，只要有人点击了你的网站，你就会得到报酬*[14]

TT(B1):

以谷歌谷歌*赞助商链接是怎么运营工作的呢？他会他会在网页上有一些短暂的停留用一些你认为人们会搜索的关键词来放到这个网页****上***

然后*这个，每一个关键词都会有一个相应的价钱，标标价。那另一个因素的就是，****另一个因素呢就是把你的关****键词放在谷歌网站上需****要 花****费多，需要花费多多多少钱*[15]

Participant M2 and B1 does not have a very comprehensive understanding of the source speech, and here we only analyze the language register. The output of participant M2 is more logical and readable to the Chinese audiences. Formal languages should applied in the interpretation, while participant B1's output seems too informal with the word '**价钱**(price)' and '**多少钱**(how much)', '**价格**' will be a more appropriate usage in this case. The process of correlating the line sequence of lexemes of M2's output which is obtained a formal grammar features, for the reason that in formal Conference Consecutive Interpreting, the given register is Conference Speaking. The language style of interpreters should use formal the concise lexical, and in some other cases, interpreter can likely count on the language style being quite variable overall, and the genre can change too, depending on the complexity of the situation and interaction (Janzen, 2005).

The main goal of this research is to uncover different error types occurred in Consecutive Interpreting, the common errors presented in this chapter were Omission, Addition, Structure and Register. Overall, MA students presented higher level outputs as well as better notes than BA students did.

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Designing a Genre-Based Writing Course for ESP Learners

Sinem Dündar (sinemdogruer@trakya.edu.tr)
Trakya University, Turkey
ORCID: 0000-0001-5076-2087

Abstract.
Considering the needs of English for Specific Purposes (ESP) learners, it is important to make them practice language skills which they can use efficiently in their professions. In this sense, writing, which is one of the productive skills, can be supported by means of different genre types as an instructional material in ESP settings. This study examines the importance of Genre-Based Instruction (GBI) in an ESP context. The aim of the study is primarily to demonstrate how to conduct genre analysis. Secondly, it is aimed to show how GBI can be utilized in order to teach writing for ESP learners by suggesting a sample writing course which is assumed to be beneficial for raising genre awareness of ESP learners about their field of study. Hence, it is expected that designing a course in the scope of GBI can be helpful for ESP learners to comprehend the structural organization and communicative purpose of the texts which can be advantageous for their future success.

Keywords: Genre, Genre-Based Instruction (GBI), ESP Learners, Writing skill

Introduction

It is evident that writing is one of the important productive skills in language learning process. Accordingly, it is crucial to conduct writing courses that enable language learners to use and practice language via various materials and activities. Especially, English for Specific Purposes (ESP) learners require different instructional tools related to their field of study. As study area of ESP learners differ from each other, it would be effective for language teachers to utilize distinctive and related materials which will be useful for their learners' future professions. For this reason, Genre-Based Instruction (GBI) can be used in order to design and enrich writing courses in ESP settings.

Genre analysis is the indispensable part of GBI as teaching language is provided with the results gathered from genre analysis. In this sense, genre analysis studies how language is practiced in certain contexts (Swales, 1990) and examines the communicative purpose of the texts by identifying the role of the writer and the audience, and the context in which the genre is used (Osman, 2004). In this respect, genre analysis enables ESP learners to study on the genres linguistically and identify the different types of discourses that they will provide them with better comprehension and usage in terms of improving their writing skills.

As stated by Mavor & Trayner (2001), it is essential for ESP practitioners to have a clear understanding of discursive practices required by the professions which their learners will possess at the end of their academic programmes. Consequently, it would be beneficial for ESP practitioners to master the subjects required by the disciplines and find out the essential texts that will be useful for their learners according to their field of study (Faigley & Hansen, 1985). In this case, it is advisable for ESP practitioners to know the proper genres required by a profession and the situations when they are applied. Starting from this point of view, this study aims to present a sample writing course based on GBI for ESP learners who are attending the Department of Accounting. For this reason, invoices as a genre type are analyzed and suggested as an instructional material that is assumed to be effective in ESP settings.

Literature Review

The term *genre* is commonly used as a type of discourse that involves a set of communicative actions having specific and communicative functions (Swales, 1990). Accordingly, genre analysis deals with how language is used in a particular context. As each genre has a different purpose, genre analysis employs different patterns of structure and organization to attain its purpose. (Richards & Schmidt, 2002). Dudley-Evans & St John (1998) also emphasize that genre awareness is a crucial factor particularly in writing academic or professional texts as it includes comprehending the expectations of the readers in terms of discourse and the principles that have developed through time in relation to the organization, the language and the style of the genre.

Considered from this aspect, GBI aims to identify the lexio-grammatical features of genres that are selected by expert users for achieving communicative purposes and demonstrate how and why they are used in terms of social and psychological settings (Henry & Roseberry, 1998). As stressed by Mansfield (1993), GBI introduces students the real world writing which enables them to manage the professional genres. In this respect, it is significant for students to get exposed to genre types in ESP classrooms which would be practical and useful in their workplaces in the future.

There are many scholars that have suggested models of genre analysis. For instance, according to the model proposed by Cope & Kalantzis (1993), genre analysis involves four stages as modeling, guiding, practising and lastly independently writing the genre. Another model by Bhatia (1993) suggests seven steps of genre analysis which are placing the given genre-text in a situational context, surveying existing literature, refining the situational / contextual analysis, selecting corpus, studying the institutional context, levels of linguistic analysis and specialist information in genre analysis. Regarding these two models, Osman (2004) puts forward that Bhatia's model regards the cognitive processes (C) while Cope and Kalantzis's model focuses on the physical processes (P). Based on these models, Osman (2004, p.21-22) further developed Genre-Corpus-Based Instruction Approach including four stages 1) Guiding learners to understand the code of the specialist genre (C), Exposing learners to models of the target genre (P), 2) Guiding learners to acquire genre knowledge associated with the specialist culture (C), Guiding learners to analyse the structural patterns (P), 3) Developing learners' sensitivity to the cognitive structuring of specialist genres (C), Providing learners with practice to construct the genre (P), 4) Guiding learners to exploit generic knowledge of a repertoire of specialist genres by becoming informed users of the discourse of their chosen field (C), Assigning the learners to independently construct the genres (P).

On the other hand, it is essential to get prepared for the implementation of GBI before conducting the ESP course. In parallel with this notion, certain steps are required to be followed in order to perform GBI in ESP settings. Firstly, it is important to choose a genre type which is useful for ESP students considering their academic programmes. Moreover, it is necessary for ESP practitioners to be acquainted with the background information about the structure of the selected genre type. Subsequently, it is essential to conduct content analysis to *identify the communicative purposes* of genres. For the next step, *identification of rhetorical moves* is required to analyse the structural organization of the genre type (Osman, 2004). Here, a move is regarded as the part of the text that is formed by a particular communicative function (Holmes, 1997) or which is performed by the writer to reach a specific purpose surrounded by the text (Henry & Roseberry, 2001, cited in Osman, 2004). Therefore, it would be effective to follow the suggested steps in order to design an efficient writing course in ESP settings.

Researchers have been currently interested in benefiting from GBI for ESP learners. In this case, there are studies that have examined the efficiency of implementing GBI in terms of writing skill in ESP contexts. Of those, Tuan (2011) investigated the effect of genre-based approach both on learners' writing performance and their attitudes towards using genre-based approach in terms of developing writing skill in Vietnamese context. The results of the study revealed that learners increased consciousness and managed to deal with the fundamental features of the necessary recount genre.

Wang (2013) examined the impact of genre approach on raising learners' genre awareness in China. For conducting the study, a 16-week genre instruction was implemented. The writing course involved different kinds of genres such as self-introduction, letters, notes, notices, curriculum vitas and abstracts. The study signifies that genre approach helps learners to promote genre awareness, develop their writing skills and enrich lexical density.

Another study by Vaezi & Tabrizi (2016) explored the efficiency of employing genre-based approach in teaching writing for ESP learners in Iranian context. In the study, tourist information texts were used as a genre type. The results showed that using genre-based approach is useful for improving writing skill of ESP intermediate learners.

Rashidi & Mazdayasna (2016) also studied the contribution of GBI to the improvement of EFL students' writing skills. The participants were Iranian textile engineering students. In this study, business letters were chosen as a genre type. The results of the study demonstrated that not only participants developed their writing skills but also gained genre awareness and produced superior texts by having been exposed to GBI.

Considering Turkish context, Uzun (2016) examined whether GBI develops the organization of essays written by second year university students in the scope of their English Literature Course and revealed their opinions in relation to GBI. In his study, GBI process was applied for four weeks and theme analysis essays were used for conducting the course. The study illustrates that GBI promotes the use of communicative moves in terms of theme analysis essays and most students had a positive attitude towards GBI.

Having examined the existing literature, this study is supposed to be enlightening in terms of examining invoices as a genre type since it will enrich the literature by including a different genre type as an instructional tool of a writing course which can be used for ESP learners.

Conducting Genre Analysis for Invoices

In this study, five different texts, namely ***invoices***, are chosen in order to carry out genre analysis. The reason for choosing invoices as a genre type is to provide samples for specifically students attending the Department of Accounting. Using these texts in their English writing courses is assumed to be useful and efficient for their professions as they will be exposed to those kinds of texts in their workplace in the future. The steps followed while analyzing the text type are given below:

1. Collect samples: Regarding the analysis, 5 written texts (invoices) were selected. In its simplest definition; invoice is 'a list of goods that have been supplied or work that has been done, showing how much you owe for them' (Longman, Dictionary of Contemporary English, 2003). In this sense, it presents a compulsion on the side of the purchaser to pay, making an account receivable.

2. Identify the scene: Invoice is used only for business purposes, and it is a payment related document in which a seller provides the deal information made between him and the buyer. It justifies the fact that the sale is considered to have taken place, and payment is made or not. For this reason, it can be used when a customer would like to know the details of their purchase and what they are paying for.

There are different types of invoices such as pro forma invoice, credit memo, commercial invoice, service invoice, debit memo, self-billing invoice, timesheet, electronic invoicing, and so on. However; for this genre analysis, pro forma invoices (2), commercial invoices (2) and a service invoice (1) are chosen so as to present different types of invoice texts to the students.

The information mentioned above indicates that an invoice is a kind of written document which tells the buyer how much is owed, and when it has to be paid. In other words, it can be regarded as a document requesting payment for a good or service provided to the recipient. In this respect, the general scene of this genre involves a group of participants (buyers, sellers) who have the shared objective of keeping an official record of the sale to the customer and the very first request for payment made to that customer. They are generally in paper or electronic format, and can be issued by the supplier (the person who supplies the goods or services), the purchaser (the person who receives the supplies), or a contractor (outsourcing to a third party to the transaction who is engaged to issue invoices).

3. Analyze the patterns:

✓ Identification of Communicative Purpose(s) – Content Analysis

1. Giving information about the product/service.
2. Giving information about the cost of the products.
3. Informing the buyer about delivery details (i.e. shipping)
4. Informing the buyer about payment details.
5. Giving evidence about whether goods, products, or services are being prepared for the company.

✓ Identification of Rhetorical Moves – the Structural Organisation

Table 1: Rhetorical Moves in Invoices

Moves	**Description**	**Frequency**
Identifying the Seller **(I)**	Providing the name of the company	100 %
Attracting the reader attention **(A)**	Giving information about the company's name, logo, and/or slogan.	100%
Targeting the delivery **(T)**	Describing shipping/delivery details	80 %
Establishing credentials **(C)**	Stating the invoice and/or customer reference number for control reasons	100 %
Justifying the sale **(J)**	Providing the name and contact information about the buyer and/or the seller	100 %
Describing the sale**(S)**	Describing the name of the sale	100 %
Identifying the feature of the product **(F)**	Providing the quality and /or quantity of the product/service	80 %
Indicating the value of the product **(V)**	Describing the unit and total price of the product/service	100 %
Endorsing the sale **(E)**	Stating the date of the sale	100 %
Describing terms of payment **(D)**	Providing maximum amount of days for payment of the product/service	60 %

As it is displayed in Table 1, moves **I , A,E, J, P, V,** and **S** are obligatory; whereas move **T, F** and **D** are optional.

Table 2: Sequence of Moves in Invoices

Invoice	**Sequence of Moves**
Pro forma Invoice- 1	I-A-I-T-C-E-F-S-V
Pro forma Invoice- 2	I-E-J-T-S-F-V-I
Commercial Invoice-1	A-I-C-J-E-D-S-F-V
Commercial Invoice- 2	I-A-E-C-J-S-V-D-J
Service Invoice	I-A-J-E-C-S-V-J

It is apparent in Table 2 that there is no common sequence of moves which indicates that the moves are irregular in invoices. Moreover, of nine moves, two of the invoices use eight moves. It is also worth pointing out that some moves such as *Identifying the Seller* ***(I)*** and *Justifying the order* ***(J)***are seen twice in two of the invoices. This shows that some information needs to be redoubled in certain invoices.

Considering the rhetorical and linguistic patterns of this genre type; beginning with content, it can be seen that each invoice contains individual prices, the total charge, and the terms for goods sold or services provided. It also includes detailed information about contact information about the buyers and sellers, description of the items purchased (either products or services), and terms of payment. The structure of invoices can basically be divided three main parts: *the header, body* and *footer*.("Sample Invoice", 2018).

✓ **Invoice Header (Top part):**

- Letterhead: Company name, address, telephone and e-mail
- The word "invoice" is visibly indicated at the top of the page.
- An invoice number: Only one serial number for each invoice
- Date
- Terms related to payment or when payment is expected.
- The name and address of the purchaser

✓ **Invoice Body:**

- An explanation of the goods delivery, amount, unit of measure, price and total amount for individual items.

✓ **Invoice Footer (Bottom part)**

- Total Amount of all individual items. If valid, a tax amount and total after tax.
- Payment information if required.
- Other remarks like delivery information, goods return policy, overdue payment policy etc.

In terms of format, layout, and appearance, invoices generally follow standard invoice format with a heading "invoice". In this part, the company's logo or slogan can also be included if required. Moreover, information about the buyer and the seller is involved following the heading part. The amount of goods or service is generally represented in the centre of the page by a table with necessary columns or rows. Some companies design their own forms, but there are also computer programs available which can generate specialized invoice forms through the use of templates. However, a professional invoice should contain detailed information on the goods or services, clear and accurate prices and current contact information for any billing questions a client may have. In a typical invoice text, it is noted that invoices generally include short expressions. It is observed that the following lexical items occur frequently in this genre type:

Table 3: Lexical Items related to Invoices

General Information related to invoices	Des-cription of the goods/ service	Delivery of the products	Buyer/ Seller	Terms of Payment	Quality/ Quantity of Products	Value of the Pro-ducts
Invoice number	Des-cription	Shipping Date	Sales Person	Letter of Credit Number	Total number of pa-ckages (kgs)	Total
Date of invoice	Order No	Shipping Terms	Bill To	Con-ditions of Sale and Terms of Payment	Total net weight (kgs)	Total Price
Reference number	Product des-cription	Shipper	Exporter Name and Address	Terms and Con-ditions of Sale	Total Gross Weight (kgs)	Sub Total
Tariff Classification Number	Item number	Ship To	Exporter Name and Address	Currency	Quantity	Total Invoiced

		Date of Shipment	Ultimate Consignee Name and Address			Unit Price
		Mode of Transportation	Sold To Name and Address			Amount Due
		Air/ocean port of embarkation	Intermediate Consignee/ Consigned to			Total Due
		Air/ocean port of unloading	Notify part Name and Address			Discount
		Transportation Method (via……from)				Deposit
		Country of Origin				Credit

Apart from these expressions, certain phrases such as "Thank you for your business!" and "Thank you for your custom" are included at the end of the invoices.

In terms of grammaticality, it is observed that invoices tend to be formal, and formulaic language is used. The writers of these text types use both active and passive constructions, such as "These commodities, technology, or software were exported from the United States in accordance with the Export Administration Regulations.", and "This invoice is for export/import purposes only and not intended for payment purpose". This example sentence structures also indicate that writers use present, past and future tenses when describing the nature of the goods or service. Overall, sentence structures in these invoices are rare. However, in order to provide descriptions of the products or service, statements such as "remove existing suite", "fit new suite", "film location selection and venu booking", and "transport to and from the airport" are used. On the other hand; a variety of prepositions are used such as of, for, from, to, within, as, and via so as to express relationships, including time, location, means, quantity, or condition.

The genre of invoices tries to create a situation which outlines the cost of products or services. With regard to this, it can be said that there is a relationship between the buyer and seller. Hence, invoices provide a way for proving the features of that transaction. The writers of invoices present themselves as the authorized person who is responsible for the goods or services provided in return for certain amount of charge; whereas the reader is the person who gets the invoice for evidence for this contact. Moreover, the writer justifies the term of payment through invoices in which the customers can have a written document for the amount of payment and conditions. For this reason, it is obvious that invoices create an objective scene for the parties involved in which evidence for transaction is displayed directly to the customers.

Suggested Sample Writing Course for Students Specialized in Accounting

Based on Osman's (2004) approach in relation to Genre-Corpus-Based Instruction, the following sample writing course can be suggested:

Table 4: Stages of a Sample Writing Course

Stage 1	-Making learners build knowledge of field**(C)** -Providing learners with types of the target genre**(P)**
Stage 2	-Guiding learners to explore the genre**(C)** -Making learners analyze structural patterns of the genre**(P)**
Stage 3	-Guiding learners how to draft, revise and edit the genre type**(C)** -Providing learners with practice to construct the genre**(P)**
Stage 4	- Guiding learners to be conscious users of the discourse of the specialist culture **(C)** -Providing the learners to independently construct the genre**(P)**

Proficiency of the Learners: Pre-Intermediate
Number of students: 20 students (one class)
Time / Duration: 3 hours a week/ one semester
Aim and objectives:

1. The general aim of this course is to guide students to learn the structure and language features of different texts of invoices in English. It is assumed that learners donot know how to analyze this type of genre in the target language. For this reason, different types of invoices will be used throughout the course sessions.
2. After the course, the students will be able to:

Comprehend the use of each genre.

Know the organizational structure and linguistic features;
Be able to tell the content and purpose of the texts
Be able to organize invoices, using comparatively appropriate language;
Develop specific writing skills in terms of writing invoices

This suggested course can be designed for young adults aged between 20-25, who are learning English as a foreign language. They are able to recognize genres related to their field in their native language. However, what is important for them is to analyze this kind of genre in English, as they may need to deal with invoices in the target language for their professions in the future.

Depending upon these; the following schedule for GBI can be suggested:

Table 5: The Schedule for GBI

Week 1	
Stage 1	-Activating learners' prior knowledge about this genre in their native language -Discussing the genre
Week 2	
	-Introducing the target genre in English -Identifying the types of the genre
Week 3	
	-Discussing more types of the genre -Distinguishing the contents of invoices
Week 4	
Stage 2	-Identifying organization and linguistic features of the genre -Identifying social function of the genre
Week 5	
	-Comparing the English genre with its counterpart in terms of social function, structural organization and linguistic features
Week 6	
Stage 3	-Practicing to construct the genre -Selecting the type of invoice
Week 7	
	-Writing the first draft -Submitting the first draft
Week 8	
	-Analyzing the comments of the lecturer related to first draft -Constructing the second draft
Week 9	
	-Discussing the comments on the second draft -Designing an invoice with a proper organization, layout, etc.
Week 10	
Stage 4	-Constructing the genre -Discussing the final draft in terms of linguistic features, content, layout, etc. -Submitting the constructed genre.

In week 1, a review of learners' prior knowledge related to the different text types of invoices are introduced so that learners are able to know what they will do. Sample invoices are brought to class, and they are asked to discuss different invoice types such as pro forma invoices, commercial invoices, service invoices written in their native language by asserting their communicative purpose and situational context in which they are used. In the second week of the course, the target genre is introduced in English, and different models of text types are brought to class to identify the differences among each other. In week 3, more samples are discussed in the class in order to provide the learners opportunity for identifying the content of each text type. In week 4 (Stage 2), they are asked to analyze linguistic patterns of invoices. They are asked to focus on the voice and tense used in invoices. Moreover, certain lexical items which frequently occur in those texts are introduced to the learners by expressing their definitions and giving detailed information about the context they are used. Apart from this, learners examine the social function of this genre, and they are asked to discuss when and how this genre type are used, and will be used by them in their workplace. In week 5, learners are asked to compare samples of English genre with its counterpart in Turkish. They are asked to find similarities and differences between these texts so that they can differentiate the ones used in different contexts (i.e. international settings).

Stage 3 of GBI begins in week 6 and the following 3 weeks (until week 9), learners need to practice writing as many invoices as possible. As they have identified the lexicogrammatical features of the genre, they are asked to use the appropriate lexical items and grammatical features in the invoices. Meanwhile, the lecturer will give feedback for their drafts as for week 10 (Stage 4), they are expected to submit the final version of the invoice for constructing a text of the same genre independently.

Conclusion

In this study, it was aimed to demonstrate how to conduct genre analysis and thereby propose a writing course that can be used by ESP practitioners. For designing the writing course, GBI, which has recently been an effective approach for ESP learners, was employed. As it is mentioned above, invoice as a genre type were preferred as the instructional material and Osman's (2004) GBI procedure was followed in terms of designing the course. The study is assumed to be beneficial particularly for ESP learners who specialize in the field of Accounting or Marketing as they will probably use invoices in their workplaces. By being exposed to knowledge about the organizational structure and communicative functions of the genre type, they can gain awareness and develop their writing skills in ESP settings.

Although the current study is solely based on suggesting a writing course for ESP learners, in order to have profound results, it is recommended to implement and observe the impact of the effectiveness of the course on the development of writing skill of the learners for further studies.

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A Foucaldian Reading of illusiveness in Six Characters in Search of an Author by Luigi Pirandello

Maryam Sadeghi,
Department of English, Mahshahr Branch, Islamic Azad University, Mahshahr, Iran
m.sadeghi45@yahoo.com

Abstract.
Loneliness, horror, lost identity, lack of mutual understanding, and lack of courage and motivation are some of the unquestionable gifts of the modern life. In such a vague atmosphere social discrimination and the very negative feeling of lack of identity, is completely annoying. What all the six characters in *Six Characters in Search of an Author* are challenging with is that feeling of being and the reality of illusion which is rooted in depth of their heart. The present paper aims at investigating how such a feeling of not being important is rooted in their heart with reference to the Michel Foucault's concepts of power, identity and truth. How identity and lack of the power to distinguish reality and illusion is interrelated with these concepts, is the main crucial issue of the present study. In order to get the best result the drama has been studied precisely and lots of different books regarding Foucault's ideas and the concept of identity have been well studied and analyzed. Lack of self-recognition and being under dominant are unpleasant and it sounds even the worst when people become aware of such a shortage. Dissatisfaction caused by limitation explores an unconscious feeling of being lost and revenge which is destructive for all the six characters in the drama.

Keywords: identity, illusion, power, punishment, truth

1. Introduction

Modern man is naturally concerned with the most important crucial issue of the 20th century; individualism. Individualism is a direct effect of alienation and solitude; a man who is alienated from society being a lonely individual, surly would think about his own self. Such an individualized person is in search of what he calls a missed identity. The process of quest for identity can be difficult, challenging and even intolerable. The very path an individual may go through to find his real reality has got different formidable stages; at last it may lead to some very unpredictable comportment such as aggressiveness, captivation, hatred or other feelings.

Modern drama despite the classical one is not dealing with society and its problems. Modern drama is in search of the lost chain of humanity and humanism which is absent in his life. Modern dramatists, breaking up all the classical conventions are in search of something new to satisfy the needs of a newly born modern man. The author in a classical play is objective while in a modern one his presence is one of the musts for presentation. The characters in a modern play are different from a realistic one; they are unconsciously in search of an identity that may bring comfort to their life.

The present study is an attempt to demonstrate how Foucauldian concepts of power, identity, truth, and punishment could lead to a sort of illusiveness which is dominant in Pirandello's *Six Characters in Search of an Author*. Foucault's name is linked with different postmodern concepts that break the traditional norms of a society. One of the most important concepts that has been argued and elaborated by Foucault is the concept of discourse which is different from its traditional definition. Carter believes that "Foucault's use of the term 'discourse' is closely related to his concept of power. The power of the human sciences (eg psychology, economics etc) derives from their claims to be knowledge" (105). Foucault's theory of power can be found in all social interactions. Foucault believes that power is everywhere and it can affect people's choices. Foucault's theory of power suggests that power is omnipresent, that is, power can be found in all social interactions. In fact that power is interwoven in all social relations. Foucault emphasizes that 'power' is not an institution, a 'structure', nor an individual capacity, but rather a complex arrangement of forces in society. Foucault concludes that power is everywhere and it affects all of our choices in daily life.

Truth is another concept which should be taken into consideration while studying Foucault's ideas. He believes that there is no truth in the world and our interpretation gives meaning to it. Identity and humanism is one of the main focuses of Foucault's theoretical ire. Identity is completely related to power as Foucault himself put it in 1977, "power applies itself to immediate everyday life which categorize the individual, mark him by his own individuality, attaches him to his own identity, imposes a law of truth on him which he must recognize and which others have to recognize in him. It is a form of power which makes individual subject" (Foucault, The Subject and Power 781) it means identity is the result of power in society. Regarding truth, the concept of interpretation is significant. In fact, how and why something means what it means is a break with traditional

sense of truth. Foucault's idea of truth has been influenced by radical hermeneutics that emphasizes absence of truth in the world; in fact it is our interpretation that gives meaning and form to the world. In the other words, there is no absolute meaning and truth but multiplicity of meanings and truth takes over our discourses which are related to power. Likewise, every discourse is a system of truth that determines identity, subjectivity and behavior of people.

Tracing Foucault's notion of discourse in this drama and what factors affect and shape discourse are significant. Moreover, the representation of truth in the society would be analyzed based on Foucault's notion. Iara Lessa summarizes Foucault's definition of discourse as "systems of thoughts composed of ideas, attitudes, courses of action, beliefs and practices that systematically construct the subjects and the worlds of which they speak" (283).

2. Methodology

In this part the researcher aims to first discuss briefly the main characteristics and the main notions of Foucauldian concepts to be followed and discussed in the following chapters. Hence, a clear definition of Foucault's main ideas seem necessary to be given first. Many critics were involved in cultural studies, among them Foucault stands out as the most influential one.

Michel Foucault, along with eminent figures such as Jacques Derrida, has imposed a significant influence on various branches of thought and philosophy in the later twentieth century, known as cultural studies. He also had an impact on New Historicism initiated by Stephan Greenblatt.

He was born and educated in France. At the Sorbonne University he came into contact with some leading intellectuals of the era including Jean Hippolyte, and Louise Althusser and became a communist, of course he left the party in 1953. Foucault was not interested in historiographic methods relying on cause and effect, so he developed a way emphasizing on the role of interpretation in the emergence of law and morality. So he introduced new concepts of discourse, language, text and criticism. Analyzing the discursive pathways through which power circulates was appealing to him.

According to Lois McNay Foucault's major themes are mostly the two concepts of power and subject. And all knowledge is embedded in power relations. The notion of power and its reformulation constitutes the major and constant theme of Foucault's.

Another concept which should be taken in to consideration is truth. People all the time are searching for truth. truth is a man-made concept which is not absolute and it is like a game as Foucault writes "I have tried to find out how the human subject fits into certain games of truth, whether they were truth games that take the form of a science . . . or truth games such as those one may encounter in institutions or practices of control" (*Subjectivity And Truth* 281).

Foucault is more interested in foregrounding resistance to power. He tries to focus on power beyond this view that power is repression of the powerless by the powerful, hence "he is more concerned about power as it is practiced within everyday relations among people and various institutions" (Mills 12).

2.1. Foucauldian Power.

Foucault's name is linked with the concept of power and the fact that knowledge and truth exist in relation with social, economic and political factors. Of course in his idea, this relation is much more complex than one being the expression of the other. As he mentions, "if there is Knowledge, it must renounce power" (O'Farrell 41).

Foucault'a conceptualization of power is more concerned with the relation between social structures, institutions and individuals. His discussion of power is very extensive dealing with different aspects. Foucault emphasizes neither that "institution of power, or group…but rather a technique" (Foucault, *The Subject and Power* 781*)* nor an individual capacity, but rather a complex arrangement of forces in society.

2.2. Truth and discourse.

According to Foucault, power can affect shaping truth as he says that "I would say that this has always been my problem: the effects of power and the production of truth." (*Politics, Philosophy, Culture*, 118) Foucault wanted to discover how our view of truth is influenced by power relationships. Foucault is concerned with the ways in which our power position affects how people see reality.

The concept "discourse" is multidimensional, broadly perceived and has several definitions. A plethora of literature notes that in the study of language, discourse often refers to the speech patterns and usage of language, dialects, and acceptable statements within a community. Discourse, as a social construct, is created and practiced by those who have the power and means of communication. Those who are in control decide who we are by deciding what we discuss.

It is asserted that, in Foucault's work, there are ways of constituting knowledge, together with the social practices, forms of subjectivity and power relations. Discourse "transmits and produces power; it undermines and exposes it, renders it fragile and makes it possible to thwart it" (Weedon, 107).

Discourse can be seen in the everyday practice of humans. Therefore, discourse is not only text but also action. It can be said that religion plays an important factor in Foucaultian power in which subjects can be dominated.

3. Research body

3.1. Foucauldian reading of *Six Characters in Search of an Author*

Illusiveness is the very fundamental and dominant theme in *Six Characters in Search of an Author*. All characters are almost drowned in a sort of vague and unfamiliar feeling of ignorant; self-ignorant that is dangerous. When they find out the truth about themselves and about the others actions and nature, they gain knowledge and this knowledge is again dangerous because again the uncertainty and a sense of being drawn between reality and illusion surrounds them. The aim of the present article is to investigate how Foucaldian concepts of power, identity, punishment, knowledge and truth may lead the characters in *Six Characters* to a very dangerous feeling of being lost in a world between illusion and reality, which could be destructive. Destruction here is equal to death; sort of revenge due to the present dissatisfaction and illusion. Tymieniecka asserts that, "The notion of illusion, contrary to reality, points to the idea of something suggested by imagination or caused by the senses' deceit."(3)

3.1.1. A short summary of *Six Characters in Search of an Author*

A group of actors are preparing to rehearse for a Pirandello play. While starting the rehearsal, they are interrupted by the arrival of six characters. The leader of the characters, the father, informs the manager that they are looking for an author. He explains that the author who created them did not finish their story, and that they therefore are unrealized characters who have not been fully brought to life. The manager tries to throw them out of the theater, but becomes more intrigued when they start to describe their story. The manager agrees to become the author for them and has them start to play the scene where the father is in the dress shop meeting the step-daughter for the first time. He soon stops the plot and has his actors attempt to mimic it, but both the father and the step-daughter protest that it is terrible and not at all realistic. He finally stops the actors and allows the father and step-daughter to finish the scene. The manager changes the setting for the second scene and forces the characters to perform it in the garden of the father's house. The mother approaches the son and tries to talk to him, but he refuses and leaves her. Entering the garden, he sees the youngest daughter drowned in the fountain and rushes over to pull her out. In the process, he spots the step-son with a revolver. The young boy shoots himself, causing the mother to scream out for him while running over to him. The manager, watching this entire scene, is unable to tell if it is still acting or if it is reality. Fed up with the whole thing, he calls for the end of the rehearsal.

3.2. Truth-knowledge and illusion

Truth is one of the important key terms that have been devised by postmodern thinkers particularly by Foucault. The truth that postmodern thinkers have devised is completely different from the traditional definition of truth. In fact, they do not believe in truth as an absolute and metaphysical fact. In fact, they believe in multiple truths in society. All the characters in the drama are searching for a truth, hidden beneath the reality of their existence. The father as an intellectual, the mother as a peasant woman and mostly the step daughter are playing an important role on unfolding the reality out of illusion.

Father's truth is that "we want to live" (act 1) actually the father is knowledgeable enough that he knows they are almost like illusion and they – the characters – do not exist on their own, so he mentions "only or a moment…. In you." The truth is that since they don't have an author, they seem like a sort of illusion, a dream, they are powerless and they cannot live separately. According to Foucault, power can affect shaping truth as he says that "I would say that this has always been my problem: the effects of power and the production of truth." (*Politics, Philosophy, Culture*, 118) Foucault wanted to discover how our view of truth is influenced by power relationships. Foucault is concerned with the ways in which our power position affects how people see reality.

Even the Father mentions that there is no book. He claims that "it is in us! The drama is in us, and we are the drama. We are impatient to play it. Our inner passion drives us on to this." That is exactly the main achievement of truth. They want to live life in its best way and they come to the truth that their existence is depends on being alive and play role. They have to replace illusion with reality in order to live, to become alive.

Mother also suffers from an internal conflict; she "prevents the Father from lifting the veil which covers her face" the veil actually can be a symbol of uncertainty and unreality. The truth is she is ashamed. She is ashamed of all the members of the family. She is ashamed of the Father since she left her and went with a man with whom she fall in love. The Father asserts "her drama isn't a drama of love of two men for whom she was incapable of feeling anything except possibly a little gratitude—gratitude not for me but for the other."

According to Foucault, there is a direct relationship between power and truth. Foucault mentions, "I would say that this has always been my problem: the effects of power and the production of "truth." (*Politics, Philosophy, Culture*, 118). In other words, Foucault claims that truth is shaped under power and "Knowledge is

power" (ibid.). Throughout the story it seems that the Step-Daughter wants to clarify exactly that the mother was under Father's domination and power and that's why she left home. Truth produces power as The Step-Daughter mentions "she tourtures herself, destroys herself on account of the neglect of that son there; and she wants him to believe that if she abandoned him when he was only two years old, it was because he made her do so."

Mother's truth is different from the other people in the family. Mother is powerless, her truth is different; her discourse is different "you know how to talk, and I don't; but, believe me, sir, after he married me…who knows why?... I was a poor insignificant woman..." the truth is; mother is a miserable, weak character, who doesn't know the reality of her existence. These pauses…observable everywhere in the story in almost all character's speeches indicate a sort of uncertainty and illusive atmosphere waving in the drama.

Foucault says, "If I tell the truth about myself, as I am now doing, it is in part that I am constituted as a subject across a number of power relations which are exerted over me and which I exert over others" (*Politics, Philosophy, Culture* 39) that is why The Father remarks "deaf, deaf, mentally deaf! She has plenty of feeling. Oh yes, a good heart for children; but the brain – deaf, to the point of desperation. Mother is herself drowned in the world of vagueness, illusion, and uncertainty even she herself doesn't know what was best for her and her family. That is the exact reason she covered her face with veil. Father believes that though Mother is good but "if we could see all the evil that may spring from good, what should we do?"

Foucault has tried to show the ways that subjects are constituted by subject's relationships, and the ways in which the notions of truth or rationality are constituted through power relations. This would shape how we come to view things as good or bad, right or wrong, reasonable or irrational. The Father to some extent hate the Mother and at the same time pity her "precisely what I did, sir. And then I had to watch this poor woman drifting forlornly about the house like an animal without a master, like an animal one has taken in out of pity." Hatred also is a good reason which forces people to stay in a kind of illusive world, this illusion and uncertainty is just because of the fact that they come to a sort of new truth about themselves and the others. As The Father mentions "yes, I admit it. It was also a liberation for me. But great evil has come of it. I meant well when I did it; and I did it more for her than mine. I swear it."

Another truth that must be revealed is about The Son; does he also live in a world of illusion or he is aware of the reality which surrounds his family. It seems The Son is completely dissatisfied with his situation and he blame hi mother and also his father for growing up alone as he claims "and I find myself not at all at ease in their company. Leave me out of it, I beg you." "How do you know what I am like? When did you ever bother your head about me?" (act 1)

A very interesting point in Six Character is that, two characters are introduced as the Child and the Boy. These people don't have a real identity they are actually in search of reality and identity. And finding the truth about the family is to some extent misery for these two children. The truth for the characters in Six Character is not delightful and it brings revenge, death and hatred with itself.

3.3. Power and illusion

Foucault's conception of power is a central part of this work. Power is a relationship between people in which one affects another's actions. Power differs from force or violence, which affect the body physically. It involves making a free subject do something without knowing it consciously: power therefore involves restricting or altering someone's will. Power is present in all human relationships, and penetrates throughout society. The Father in Six Characters is a powerful person whose speeches passes the boundaries between reality and illusion. As once he mentions "I marvel at your incredulity, gentlemen. Are you not accustomed to see the characters created by an author spring to life in yourselves and face each other? Just because there is no book which contains us, you refuse to believe?" these people are something between reality and truth, something between character and actor; "believe me, we are really six most interesting characters, sir; side-tracked however." (act1)

Father talks with an authority that demonstrates he is aware of what he wants, he claims "yet they live eternally because—live germs as they were – they had the fortune to find a fecundating matrix, a fantasy which could raise and nourish them: make them live forever!"

The power of men shaped a discourse in Victorian age in which "a massive sex industry and repressive male-orientated marriage laws" (James 75) were dominant. In system of power, marriage becomes an important means; it is the manifestation and institutionalization of male dominance over women. It implies that "men hold power in all the important institutions of society" and that "women are deprived of access to such power". (Lerner 239). That's why mother claims that The Father made her go with her beloved and leave her house and even his son; father is the dominant character and he was strong enough to force the mother do whatever he wants. See how The Father talks from a vertical viewpoint and humiliates The Mother; "very well then: listen! I had in my service a poor man, a clerk, a secretary of mine, full of devotion, who became friends with her. They understood one another, were kindred souls in fact…were incapable even of thinking …"

Patriarchy is an authoritative male system that is both oppressive and discriminatory. It is oppressive in social, political, economic, and cultural environments. It is discriminatory in its control of access to power, management of resources and benefits, and manipulation of public and private power structures. This system is

rooted in the power relations since the word "patriarchy literally means the rule of the father or the patriarch", and originally it was used to describe a specific type of "male-dominated family". Now it is used more generally "to refer to male domination, to the power relationships by which men dominate women, and to characterize a system whereby women are kept subordinate in a number of ways" (Bhasin 3).

The Father's power in such a case brought evil and misery as he confesses "yes, I admit it. It was also a liberation for me. But great evil has come of it. I meant well when I did it; and the mother mentions "he took my son away from me first of all." That is how male domination lead to revenge and hatred and suicide at the end of the novel. Once The Mother also confessed vigorously that "he forced me to it, and I call God to witness it."

The Step- Daughter hates The Father, the Boy commits suicide while he understood the reality and comes out the illusion he was living with up to that time and the Son wants leave the family and live alone.

The most important implication of what Foucault said about power is that, power is not a thing or capacity to be owned either by State, social class, or individuals. He talks about power as a relation to be exercised. He mentions that resistance existed wherever power was exercised.

In Volume I of *The History of Sexuality*, Foucault states that "where there is power there is resistance" (Foucault 12). So in any power relation there needs to be someone who resists. In this view Foucault does not see individuals as passive recipients, rather he focuses that resistance to oppression frequently occurs. In Six Characters the one who resist is to some extent The Step-Daughter is the one who resists. She asserts "shame indeed! This is my revenge! I am dying to live that scene…" she stands against The Father's claims and actions; although she doesn't show that much affection to her mother but defends her against father. She said "it isn't true. Don't believe it… she tortures herself, destroys herself on account of the neglect of that son there; and she wants him to believe that if she abandoned him when he was only two years old, it was because he [the father] made her do so." And that is exactly the reason why The Step-Daughter hates The Father.

3.4. Discourse, punishment and illusion

The concept "discourse" is multidimensional, broadly perceived and has several definitions. A plethora of literature notes that in the study of language, discourse often refers to the speech patterns and usage of language, dialects, and acceptable statements within a community. The discourse used mostly at the beginning of the novel indicate that all the characters are immersed in a world of illusion and seem satisfied since the reality is revealed. The Father, feeling lost claims "as a matter of fact…we have come here in search of an author…" it seems they do not know their real place in the world but The Step- daughter is a bit different and says "so much the better, so much the better! We can be your new piece."

Throughout the drama there are some pauses […] which exactly means illusion and uncertainty; mostly The Father uses pauses to focus on the fact that though he is powerful and intelligent, he is also drowned in a world between illusion and reality. "Well, to make seem true that which isn't true…without any need…for a joke as it were…isn't that your mission, gentlemen: to give life to fantastic characters on the stage?"

It seems that illusion and reality are mixed and there is no boundary; even the actors and The Manager with feigned comic dismay assert "so you and these other friends of yours have been born characters?" and The Father believes "we carry in us a drama …" even once The Father talks like Hamlet and he mentions the notion of being and not being. He cites "just because there is no 'book' which contains us, you refuse to believe…"

The Step-Daughter's discourse completely demonstrates that she is not lost in the world of reality and illusion. She can make decision better and defend The Mother and condemn The Father. "Believe me, we are really six most interesting characters, sir; side-tracked however."

Foucault claims that a regime of truth "is that which determines the obligations of individuals with regard to procedures of manifestation of truth", therefore the role of a subject can be determined in the power" (Foucault, Discipline and Punish, 91). However, the power of relations punish the subject for his own actions which is marriage; the punishment for the mother is that the father send her out with her beloved. The mother miserably tells "he took my son away from me first of all… and do free himself."

The Son who was alone from the very childhood and was grown up in a sense of hatred and absurdity asserts "Nothing…walking in the garden…" (act 2)ran away and let the other members of the family alone.

A very miserable punishment for almost every character which happens at the end of the novel is The Boy's committing suicide. "A revolver shot ring out behind the trees where the BOY is hidden." Again at the end of the play the reality and illusion are mixed up in a way no one can recognize the truth. As The Father cried "Pretence? Reality, sir, reality!" (act 2)

The whole life is a contrast between reality and illusion.

4. Conclusion

Throughout whole thesis, Focault's ideas have been discussed. Foucault's main concern is associated with the concept of power. He believes that knowledge and truth exist in relation with social, economic and political factors. Of course in his idea, this relation is much more complex than one being the expression of the

other. His idea of power is more concerned with the relation between social structures, institutions and individuals. His discussion of power is very extensive dealing with different aspects. Foucault proposes different configurations of power: disciplinary, biopower and then governmentality. Regarding power, it has been believed that power and resistance have been interrelated.

Foucault's theory of power suggests that power is omnipresent, that is, power can be found in all social interactions. Discourse has been another important term for Foucault. Discourse, as a social construct, is created and practiced by those who have the power and means of communication. Those who are in control decide who we are by deciding what we discuss. Foucault holds that truth, morality, and meaning are created through discourse.

Concepts of truth, power, knowledge and punishment have been studied thoroughly in *Six Characters* in the present article, and the following results have been obtained. The first and fundamental concept the researcher dealt with was "truth". Throughout the drama everything depends on the discovery of the truth about reality of life, almost all characters are involved with a kind of negative feeling of being lost and loneliness.

The drama creates a sense of doubt for both readers and characters. The fact that illusion and reality are mixed up in a very artistic way from the very beginning to the very end of the play is completely observable. But the point is that through the concepts of truth, power and discourse the characters gradually come to a sort of understanding which consequently closes them to reality about themselves and their surroundings.

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Portuguese empire during the period 1415-1663 and its relations with China and Japan – a case of early globalization

Pavel Stoynov
Sofia University, Bulgaria
Faculty of History
Perun R&D Academy, Sofia, Bulgaia
Faculty of Social Sciences,
Department of History

Abstract.

The Portuguese Colonial Empire, was one of the largest and longest-lived empires in world history. It existed for almost six centuries, from the capture of Ceuta in 1415, to the handover of Portuguese Macau to China in 1999. It is the first global empire, with bases in North and South America, Africa, and various regions of Asia and Oceania(Abernethy, 2000).

The article considers the contacts between Portugal, China and Japan during the first imperial period of Portuguese Empire (1415-1663).

Keywords: Portuguese Colonial Empire, China, Japan

Introduction

The Portuguese Colonial Empire, was one of the largest and longest-lived empires in world history. It existed for almost six centuries, from the capture of Ceuta in 1415, to the handover of Portuguese Macau to China in 1999. It is the first global empire, with bases in North and South America, Africa, and various regions of Asia and Oceania(Abernethy, 2000).

After consecutive expeditions to south along coasts of Africa, in 1488 Bartolomeu Dias rounded the Cape of Good Hope, and in 1498 Vasco da Gama reached India.

Over the following decades, Portuguese sailors continued to explore the coasts and islands of East Asia, establishing forts and factories as they went. By 1571 a string of naval outposts connected Lisbon to Nagasaki along the coasts of Africa, the Middle East, India and South Asia. This commercial network and the colonial trade had a substantial positive impact on Portuguese economic growth (1500–1800), when it accounted for about a fifth of Portugal's per-capita income (Wikipedia, 2018).

When King Philip II of Spain (Philip I of Portugal) inherited the Portuguese crown in 1580 there began a 60-year union between Spain and Portugal known to subsequent historiography as the Iberian Union. The realms continued to have separate administrations. As the King of Spain was also King of Portugal, Portuguese colonies became the subject of attacks by three rival European powers hostile to Spain: the Dutch Republic, England, and France.

With its smaller population, Portugal found itself unable to effectively defend its overstretched network of trading posts, and the empire began a long and gradual decline. In this way the first period of the Portuguese colonial empire (1415-1663) finished.

During the second period of empire (1663–1825), the most important colony is Brazil. Brazil achieves its liberty in 1822.

The third era of empire covers the final stage of Portuguese colonialism after the independence of Brazil in the 1820s. By then, the colonial possessions had been reduced to forts and plantations along the African coastline (expanded inland during the Scramble for Africa in the late 19th century), Portuguese Timor, and enclaves in India (Portuguese India) and China (Portuguese Macau).

Portuguese Colonial Empire in its first period (1415-1663)

After establishing itself as a separate kingdom in 1139, Portugal completed its reconquest of Moorish territory by reaching Algarve in 1249, but its independence continued to be threatened by neighbouring Castile until the signing of the Treaty of Ayllyn in 1411 (Anderson, 2000).

Free from threats to its existence and unchallenged by the wars fought by other European states, Portuguese attention turned overseas and towards a military expedition to the Muslim lands of North Africa.

In 1415 an attack was made on Ceuta, a strategically located North African Muslim enclave along the Mediterranean Sea, and one of the terminal ports of the trans-Saharan gold and slave trades. The conquest was a military success, and marked one of the first steps in Portuguese expansion beyond the Iberian Peninsula.

The main Portuguese goal was trade, not colonization or conquest. Soon its ships were bringing into the European market highly valued gold, ivory, pepper, cotton, sugar, and slaves. The slave trade, for example, was conducted by a few dozen merchants in Lisbon.

In 1446, Alvaro Fernandes pushed on almost as far as present-day Sierra Leone, and the Gulf of Guinea was reached in the 1460s. The Cape Verde Islands were discovered in 1456 and settled in 1462.

Expansion of sugarcane in Madeira started in 1455, using advisers from Sicily and Genoese capital to produce the "sweet salt" rare in Europe. Already cultivated in Algarve, the accessibility of Madeira attracted Genoese and Flemish traders keen to bypass Venetian monopolies. Slaves were used, and the proportion of imported slaves in Madeira reached 10% of the total population by the 16th century. By 1480 Antwerp had some seventy ships engaged in the Madeira sugar trade, with the refining and distribution concentrated in Antwerp. By the 1490s Madeira had overtaken Cyprus as a producer of sugar

As the Portuguese explored the coastlines of Africa, they built forts and trading posts. From these bases, they engaged profitably in the slave and gold trades. Portugal enjoyed a virtual monopoly on the African seaborne slave trade for over a century, importing around 800 slaves annually. Most were brought to the Portuguese capital Lisbon, where it is estimated black Africans came to constitute 10 percent of the population.

The 1494 Treaty of Tordesillas meridian divided the world between the crowns of Portugal and of Castile. In 1492 Christopher Columbus's after-discovery for Spain of the New World, which he believed to be Asia, led to disputes between the Spanish and Portuguese. These were eventually settled by the Treaty of Tordesillas in 1494, which divided the world outside of Europe in an exclusive duopoly between the Portuguese and the Spanish along a north-south meridian, 15 60 km west of the Cape Verde islands.

The squadron of Vasco da Gama left Portugal in 1497, rounded the Cape and continued along the coast of East Africa, where a local pilot was brought on board who guided them across the Indian Ocean, reaching Calicut, the capital of the native kingdom ruled by Zamorins in south-western India in May 1498

The second voyage to India was dispatched in 1500 under Pedro Alvares Cabral. While following the same south-westerly route as Gama across the Atlantic Ocean, Cabral made landfall on the Brazilian coast. This was probably an accidental discovery, but it has been speculated that the Portuguese secretly knew of Brazil's existence and that it lay on their side of the Tordesillas line. Cabral recommended to the Portuguese King that the land be settled, and two follow up voyages were sent in 1501 and 1503. The land was found to be abundant in pau-brasil, or brazilwood, from which it later inherited its name, but the failure to find gold or silver meant that for the time being Portuguese efforts were concentrated on India.

In 1502, to enforce its trade monopoly over a wide area of the Indian Ocean, the Portuguese Empire created the cartaz licensing system, granting merchant ships protection against pirates and rival states.

Profiting from the rivalry between the ruler of Kochi and the Zamorin of Calicut, the Portuguese were well-received and seen as allies, as they obtained a permit to build the fort Immanuel (Fort Kochi) and a trading post that were the first European settlement in India.

They established a trading center at Tangasseri, Quilon (Coulro, Kollam) city in (1503) in 1502, which became the centre of trade in pepper, and after founding manufactories at Cochin (Cochim, Kochi) and Cannanore (Canonor, Kannur), built a factory at Quilon in 1503.

In 1505 King Manuel I of Portugal appointed Francisco de Almeida first Viceroy of Portuguese India, establishing the Portuguese government in the east. That year the Portuguese also conquered Kannur, where they founded St. Angelo Fort, and Lourentso de Almeida arrived in Ceylon (modern Sri Lanka), where he discovered the source of cinnamon.

In the same year, Manuel I ordered Almeida to fortify the Portuguese fortresses in Kerala and within eastern Africa, as well as probe into the prospects of building forts in Sri Lanka and Malacca in response to growing hostilities with Muslims within those regions and threats from the Mamluk sultan.

A Portuguese fleet under the command of Tristro da Cunha and Afonso de Albuquerque conquered Socotra at the entrance of the Red Sea in 1506 and Muscat in 1507. Having failed to conquer Ormuz, they instead followed a strategy intended to close off commerce to and from the Indian Ocean.

Madagascar was partly explored by Cunha, and Mauritius was discovered by Cunha whilst possibly being accompanied by Albuquerque. After the capture of Socotra, Cunha and Albuquerque operated separately. While Cunha traveled India and Portugal for trading purposes, Albuquerque went to India to take over as governor after Almeida's three-year term ended. Almeida refused to turn over power and soon placed Albuquerque under house arrest, where he remained until 1509.

Almeida focused on western India, in particular the Sultanate of Gujarat due to his suspicions of traders from the region possessing more power. The Mamluk Sultanate sultan Al-Ashraf Qansuh al-Ghawri along with the Gujarati sultanate attacked Portuguese forces in the harbor of Chaul, resulting in the death of Almeida's son. In retaliation, the Portuguese fought and destroyed the Mamluks and Gujarati fleets in the sea Battle of Diu in 1509.

Along with Almeida's initial attempts, Manuel I and his council in Lisbon had tried to distribute power in the Indian Ocean, creating three areas of jurisdiction: Albuquerque was sent to the Red Sea, Diogo Lopes de

Sequeira to South-east Asia, seeking an agreement with the Sultan of Malacca, and Jorge de Aguiar followed by Duarte de Lemos were sent to the area between the Cape of Good Hope and Gujarat. However, such posts were centralized by Afonso de Albuquerque after his succession and remained so in subsequent ruling.

In the 16th and 17th centuries, the Portuguese Empire of the East, with its capital in Goa, included possessions (as subjected areas with a certain degree of autonomy) in all the Asian sub-continents, East Africa, and Pacific. By the end of 1509, Albuquerque became viceroy of the Portuguese India. In contrast to Almeida, Albuquerque was more concerned with strengthening the navy, as well as being more compliant with the interests of the kingdom. His first objective was to conquer Goa, due to its strategic location as a defensive fort positioned between Kerala and Gujarat, as well as its prominence for Arabian horse imports.

The initial capture of Goa from the Bijapur sultanate in 1510 was soon countered by the Bijapuris, but with the help of Hindu privateer Timoji, on November 25 of the same year it was recaptured. In Goa, Albuquerque began the first Portuguese mint in India in 1510. He encouraged Portuguese settlers to marry local women, built a church in honor of St. Catherine (as it was recaptured on her feast day), and attempted to build rapport with the Hindus by protecting their temples and reducing their tax requirements. The Portuguese maintained friendly relations with the south Indian Emperors of the Vijayanagara Empire.

In April 1511 Albuquerque sailed to Malacca in Malaysia, the largest spice market of the period. Though the trade was largely dominated by the Gujurati, other groups such as the Turks, Persians, Armenians, Tamils and Abyssinians traded there. Albuquerque targeted Malacca to impede the Muslim and Venetian influence in the spice trade and increase that of Lisbon. By July 1511, Albuquerque had captured Malacca and sent Antonio de Abreu and Francisco Serrro (along with Ferdinand Magellan) to explore the Indonesian archipelago.

The Malacca peninsula became the strategic base for Portuguese trade expansion with China and Southeast Asia. A strong gate, called the A Famosa, was erected to defend the city and still remains.

Albuquerque sent Duarte Fernandes on a diplomatic mission to the Kingdom of Siam (modern Thailand), where he was the first European to arrive, establishing amicable relations and trade between both kingdoms.

The Portuguese empire pushed further south and proceeded to discover Timor in 1512. Jorge de Meneses discovered New Guinea in 1526, naming it the "Island of the Papua".

In 1517, Joao da Silveira commanded a fleet to Chittagong, and by 1528, the Portuguese had established a settlement in Chittagong. The Portuguese eventually based their center of operations along the Hugli River, where they encountered Muslims, Hindus, and Portuguese deserters known as Chatins.

Portuguese operations in Asia did not go unnoticed, and in 1521 Magellan arrived in the region and claimed the Philippines for Spain. In 1525, Spain under Charles V sent an expedition to colonize the Moluccas islands, claiming they were in his zone of the Treaty of Tordesillas, since there was no set limit to the east. The expedition of Garcна Jofre de Loaнsa reached the Moluccas, docking at Tidore. With the Portuguese already established in nearby Ternate, conflict was inevitable, leading to nearly a decade of skirmishes. A resolution was reached with the Treaty of Zaragoza in 1529, attributing the Moluccas to Portugal and the Philippines to Spain.

The Portuguese empire expanded into the Persian Gulf, contesting control of the spice trade with the Ajuran Empire and the Ottoman Empire. In 1515, Afonso de Albuquerque conquered the Huwala state of Hormuz at the head of the Persian Gulf, establishing it as a vassal state. Aden, however, resisted Albuquerque's expedition in that same year and another attempt by Albuquerque's successor Lopo Soares de Albergaria in 1516. In 1521 a force led by Antynio Correia captured Bahrain, defeating the Jabrid King, Muqrin ibn Zamil.

In a shifting series of alliances, the Portuguese dominated much of the southern Persian Gulf for the next hundred years. With the regular maritime route linking Lisbon to Goa since 1497, the island of Mozambique became a strategic port, and there was built Fort Sao Sebastiao and a hospital.

In 1534, Gujarat faced attack from the Mughals and the Rajput states of Chitor and Mandu. The Sultan Bahadur Shah of Gujarat was forced to sign the Treaty of Bassein with the Portuguese, establishing an alliance to regain the country, giving in exchange Daman, Diu, Mumbai and Bassein. It also regulated the trade of Gujarati ships departing to the Red Sea and passing through Bassein to pay duties and allow the horse trade.

After Mughal ruler Humayun had success against Bahadur, the latter signed another treaty with the Portuguese to confirm the provisions and allowed the fort to be built in Diu. Shortly afterward, Humayun turned his attention elsewhere, and the Gujarats allied with the Ottomans to regain control of Diu and lay siege to the fort. The two failed sieges of 1538 and 1546 put an end to Ottoman ambitions, confirming the Portuguese hegemony in the region, as well as gaining superiority over the Mughals.

However, the Ottomans fought off attacks from the Portuguese in the Red Sea and in the Sinai Peninsula in 1541, and in the northern region of the Persian Gulf in 1546 and 1552. Each entity ultimately had to respect the sphere of influence of the other, albeit unofficially.

After a series of prolonged contacts with Ethiopia, the Portuguese embassy made contact with the Ethiopian (Abyssinian) Kingdom led by Rodrigo de Lima in 1520. The fear of Turkish advances within the Portuguese and Ethiopian sectors also played a role in their alliance. The Adal Sultanate defeated the Ethiopians in the battle of Shimbra Kure in 1529, and Islam spread further in the region. Portugal responded by aiding king Gelawdewos with Portuguese soldiers and muskets. Though the Ottomans responded with support of soldiers

and muskets to the Adal Sultanate, after the death of the Adali sultan Ahmad ibn Ibrahim al-Ghazi in the battle of Wayna Daga in 1543, the joint Adal-Ottoman force retreated.

The Portuguese also made direct contact with the Kongolose vassal state Ndongo and its ruler Ngola Kiljuane in 1520, after the latter requested missionaries. Kongolese king Afonso I interfered with the process with denunciations, and later sent a Kongo mission to Ndongo after the latter had arrested the Portuguese mission that came. The growing official and unofficial slave trading with Ndongo strained relations between Ndongo and the Portuguese, and even had Portuguese ambassadors from Sao Tome support Ndongo against the Kingdom of Kongo. However, when the Jaga attacked and conquered regions of Kongo in 1568, Portuguese assisted Kongo in their defeat. In response, the Kongo allowed the colonization of Luanda Island; Luanda was established by Paulo Dias de Novais in 1576 and soon became a slave port. In 1579, Ndongo ruler Ngola Kiluanje kia Ndamdi massacred Portuguese and Kongolese residents in the Ndongo capital Kabasa under the influence of Portuguese renegades. Both the Portuguese and Kongo fought against Ndongo, and off-and-on warfare between the Ndongo and Portugal would persist for decades.

The Portuguese were soundly defeated in their attempt to capture wealthy Somali harbor cities on the Somali coast such as Mogadishu, Merca, Barawa, Kismayo and Hobyo by the powerful Somalis of the Ajuran Empire during the Battle of Barawa and Battle of Benadir.

Guarding its trade from both European and Asian competitors, Portugal dominated not only the trade between Asia and Europe, but also much of the trade between different regions of Asia and Africa, such as India, Indonesia, China, and Japan. Jesuit missionaries, followed the Portuguese to spread Roman Catholicism to Asia and Africa with mixed success (Bethencourt and Curto, 2007) .

Based on the Treaty of Tordesillas, the Portuguese Crown, under the kings Manuel I, John III and Sebastian, also claimed territorial rights in North America (reached by John Cabot in 1497 and 1498). To that end, in 1499 and 1500, Joao Fernandes Lavrador explored Greenland and the north Atlantic coast of Canada, which accounts for the appearance of "Labrador" on topographical maps of the period. Subsequently, in 1500–1501 and 1502, the brothers Gaspar and Miguel Corte-Real explored what is today the Canadian province of Newfoundland and Labrador, and Greenland, claiming these lands for Portugal. In 1506, King Manuel I created taxes for the cod fisheries in Newfoundland waters.

Around 1521, Joao Alvares Fagundes was granted donatary rights to the inner islands of the Gulf of St. Lawrence and also created a settlement on Cape Breton Island to serve as a base for cod fishing. Pressure from natives and competing European fisheries prevented a permanent establishment and was abandoned five years later. Several attempts to establish settlements in Newfoundland over the next half-century also failed.

Within a few years after Cabral arrived from Brazil, competition came along from France. In 1503, an expedition under the command of Gonsalo Coelho reported French raids on the Brazilian coasts, and explorer Binot Paulmier de Gonneville traded for brazilwood after making contact in southern Brazil a year later. Expeditions sponsored by Francis I along the North American coast directly violated of the Treaty of Tordesilhas. By 1531, the French had stationed a trading post off of an island on the Brazilian coast.

The increase in brazilwood smuggling from the French led Joao III to press an effort to establish effective occupation of the territory. In 1531, a royal expedition led by Martim Afonso de Sousa and his brother Pero Lopes went to patrol the whole Brazilian coast, banish the French, and create some of the first colonial towns – among them Sao Vicente, in 1532. Sousa returned to Lisbon a year later to become governor of India and never returned to Brazil. The French attacks continue to be a problem well into the 1560s.

Upon de Sousa's arrival and success, the lands from the coast to the Tordesillas limit, was divided by Joao III on 28 September 1532 into captaincies. Of the fifteen original captaincies, only two, Pernambuco and Sro Vicente, prospered. Both were dedicated to the crop of sugar cane, and the settlers managed to maintain alliances with Native Americans. The rise of the sugar industry came about because the Crown took the easiest sources of profit (brazilwood, spices, etc.), leaving settlers to come up with new revenue sources. The establishment of the sugar cane industry demanded intensive labor that would be met with Native American and, later, African slaves.

Deeming the capitanias system ineffective, Joao III decided to centralize the government of the colony in order to "give help and assistance" to grantees. In 1548 he created the first General Government, sending in Tome de Sousa as first governor and selecting a capital at the Bay of All Saints, making it at the Captaincy of Bahia.

Tome de Sousa built the capital of Brazil, Salvador, at the Bay of All Saints in 1549. Among de Sousa's 1000 man expedition were soldiers, workers, and six Jesuits led by Manuel da Nybrega.[132] The Jesuits would have an essential role in the colonization of Brazil, including Sro Vicente, and Sro Paulo, the latter which Nybrega co-founded (McAlister, 1984).

In 1580, King Philip II of Spain invaded Portugal after a crisis of succession brought about by King Sebastian of Portugal's death. At the Cortes of Tomar in 1581, Philip was crowned Philip I of Portugal, uniting the two crowns and overseas empires under Spanish Habsburg rule in a dynastic Iberian Union. At Tomar, Philip promised to keep the empires legally distinct, leaving the administration of the Portuguese Empire to Portuguese

nationals, with a Viceroy of Portugal in Lisbon seeing to his interests. Philip even had the capital moved to Lisbon for a two-year period (1581–83) due to it being the most important city in the Iberian peninsula.

All the Portuguese colonies accepted the new state of affairs except for the Azores, which held out for Antynio, a Portuguese rival claimant to the throne who had garnered the support of Catherine de Medici of France in exchange for the promise to cede Brazil. Spanish forces eventually captured the islands in 1583.

The Tordesillas boundary between Spanish and Portuguese control in South America was then increasingly ignored by the Portuguese, who pressed beyond it into the heart of Brazil, allowing them to expand the territory to the west. These expeditions lasted for years venturing into unmapped regions, initially to capture natives and force them into slavery, and later focusing on finding gold, silver and diamond mines.

Spanish imperial trade networks now were opened to Portuguese merchants, which was particularly lucrative for Portuguese slave traders who could now sell slaves in Spanish America at a higher price than could be fetched in Brazil. Manila was also incorporated into the Macau-Nagasaki trading network, allowing Macanese of Portuguese descent to act as trading agents for Philippine Spaniards and use Spanish silver from the Americas in trade with China.

However, the union meant that Spain dragged Portugal into its conflicts with England, France and the Dutch Republic, countries which were beginning to establish their own overseas empires. The primary threat came from the Dutch, who had been engaged in a struggle for independence against Spain since 1568. In 1581, the Seven Provinces gained independence from the Habsburg rule, leading Philip II to prohibit commerce with Dutch ships, including in Brazil where Dutch had invested large sums in financing sugar production.

The long-lasting Portuguese-Dutch war (1602-1663) is related to considerable military efforts and loose of territories. The damages of the war were one of the main reasons to cancel the union with Spain. In 1640 Joao 4 becomes king of Portugal and the War for Restauration of Portugal begins.

Connections between Portugal, China and Japan till 1663

Jorge Alvares was the first European to reach China by sea. He was also the first European to discover Hong Kong.

In 1514, Afonso de Albuquerque, the Viceroy of the Estado da India, dispatched Italian Rafael Perestrello to sail to China in order to pioneer European trade relations with the nation.

In spite of initial harmony and excitement between the two cultures, difficulties began to arise shortly afterwards, including misunderstanding, bigotry, and even hostility. The Portuguese explorer Simao de Andrade incited poor relations with China due to his pirate activities, raiding Chinese shipping, attacking a Chinese official, and kidnappings of Chinese. He based himself at Tamao island in a fort. The Chinese claimed that Simro kidnapped Chinese boys and girls to be molested and cannibalized. The Chinese sent a squadron of junks against Portuguese caravels that succeeded in driving the Portuguese away and reclaiming Tamao. As a result, the Chinese posted an edict banning men with caucasian features from entering Canton, killing multiple Portuguese there, and driving the Portuguese back to sea.

Portuguese pirating was second to Japanese pirating by this period. However, they soon began to shield Chinese junks and a cautious trade began. In 1557 the Chinese authorities allowed the Portuguese to settle in Macau, creating a warehouse in the trade of goods between China, Japan, Goa and Europe.

The first affiliation between Portugal and Japan started in 1543, when the Portuguese discoveries, the first Europeans to reach Japan, landed in the southern archipelago of Japan. This period of time is often entitled Nanban trade, where both Europeans and Asians would engage in mercantilism. The Portuguese at this time would found the port of Nagasaki, through the initiative of the Jesuit Gaspar Vilela and the Daimyo lord Omura Sumitada, in 1571 (Gipouloux, 2011).

The expansion for commerce extended Portuguese influence in Japan, particularly in Kyushu, where the port became a strategic hot spot after the Portuguese assistance to Daimyo Sumitada on repelling an attack on the harbor by the Ryuzoji clan in 1578. The cargo of the first Portuguese ships upon docking in Japan were basically cargo coming from China (silk, porcelain, etc.). The Japanese craved these goods, which were prohibited from the contacts with the Chinese by the Emperor as punishment for the attacks of the Wokou piracy. Thus, the Portuguese acted as intermediaries in Asian trade.

In 1592 the Portuguese trade with Japan started being increasingly challenged by Chinese smugglers on their reeds, in addition to Spanish vessels coming to Manila in 1600, the Dutch in 1609, and English in 1613.

One of the many things that the Japanese were interested in were Portuguese fire guns. The first three Europeans to arrive in Japan in 1543 were Portuguese traders Antynio Mota, Francisco Zeimoto and Antynio Peixoto (also presumably Fernro Mendes Pinto). They arrived at the southern tip of Tanegashima, where they would introduce firearms to the local

population. These muskets would later receive the name after its location (Lidin, 2002).

Because Japan was in the midst of a civil war, called the Sengoku period, the Japanese holstered Portuguese guns of a lighter and better mechanism, with an accurate aim. The Famous Daimyo who virtually unified Japan, Oda Nobunaga, made extensive use of guns (arquebus) playing a key role in the Battle of Nagashino. Within a year, Japanese smiths were able to reproduce the mechanism and began to mass-produce the Portuguese arms. And just 50 years later, his armies were equipped with a number of weapons perhaps greater than any contemporary army in Europe. The weapons were extremely important in the unification of Japan under Toyotomi Hideyoshi and Tokugawa Ieyasu, as well as in the invasion of Korea in 1592 and 1597. Europeans brought by trade not only weapons, but also soap, tobacco, and other unknown products in Feudal Japan.

After the Portuguese first made contact with Japan in 1543, a large scale slave trade developed in which Portuguese purchased Japanese as slaves in Japan and sold them to various locations overseas, including Portugal itself, throughout the sixteenth and seventeenth centuries. Many documents mention the large slave trade along with protests against the enslavement of Japanese. Japanese slaves are believed to be the first of their nation to end up in Europe, and the Portuguese purchased large numbers of Japanese slave girls to bring to Portugal for sexual purposes, as noted by the Church in 1555. King Sebastian feared that it was having a negative effect on Catholic proselytization since the slave trade in Japanese was growing to massive proportions, so he commanded that it be banned in 1571 Japanese slave women were even sold as concubines, serving on Portuguese ships and trading in Japan, mentioned by Luis Cerqueira, a Portuguese Jesuit, in a 1598 document.

Japanese slaves were brought by the Portuguese to Macau, where some of them not only ended up being enslaved to Portuguese, but as slaves to other slaves, with the Portuguese

owning Malay and African slaves, who in turn owned Japanese slaves of their own.

Hideyoshi was so disgusted that his own Japanese people were being sold en masse into slavery on Kyushu, that he wrote a letter to Jesuit Vice-Provincial Gaspar Coelho on 24 July 1587 to demand the Portuguese, Siamese (Thai), and Cambodians stop purchasing and enslaving Japanese and return Japanese slaves who ended up as far as India. Hideyoshi blamed the Portuguese and Jesuits for this slave trade and banned Christian proselytizing as a result.

Some Korean slaves were bought by the Portuguese and brought back to Portugal from Japan, where they had been among the tens of thousands of Korean prisoners of war transported to Japan during the Japanese invasions of Korea (1592–98). Historians pointed out that at the same time Hideyoshi expressed his indignation and outrage at the Portuguese trade in Japanese slaves, he himself was engaging in a mass slave trade of Korean prisoners of war in Japan.

The Portuguese "highly regarded" Asian slaves like Chinese and Japanese, much more "than slaves from sub-Saharan Africa". The Portuguese attributed qualities like intelligence and industriousness to Chinese and Japanese slaves which is why they favored them more.

In 1595 a law was passed by Portugal banning the selling and buying of Chinese and Japanese slaves.

When the Shimabara uprising of 1637 happened, in which Christian Japanese started a rebellion against the Tokugawa shogunate, it was crushed with the help of the Dutch. As a result, all Christian nations who gave aid to the rebels were expelled, leaving the Dutch the only commercial partner from the West.Among the expelled nations was Portugal who had a trading post in Nagasaki harbor on an artificial island called Dejima. In a move of the shogunate to take the Dutch trade away from the Hirado clan, the entire Dutch trading post was moved to Dejima.

In 1565, Spain created the Manila-Acapulco trade route, which was a trade routes between Manila, capital of the Philippines and the Mexican port of Acapulco (both nations under Spanish rule at the time). Through this trade route, Spanish galleons sailed from Acapulco to the Philippines and traded with neighboring countries/territories within the vicinity. Some of those territories were the islands of Japan. In Manila, Japanese trading boats would arrive and bring goods and food to trade with the New Spanish government. From Manila, Spanish vessels would transport the goods back to Acapulco, traverse the Mexican terrain until they reached the port of Veracruz and from there transport the goods onto another Spanish vessel for sail to Spain.

In 1582, a group of Japanese Christian delegates known as the Tensho embassy left Nagasaki, Japan and traveled on a grand tour of Europe. In 1584, the embassy arrived to Toledo and Madrid where they meet with King Philip II of Spain.

Conclusion

Portuguese Colonial Empire is the first example of globalization performed by European sea empire. It was huge importance for geographic knowledge transportation, trade and inter-cultural relations.

For example, as a result of the Portuguese presencel to Japan, after a continuous influx of trade between Asia and Europe, Japanese vocabulary absorbed words of Portuguese origin as well as Portuguese of Japanese. Among its great part, these words mainly refer to products and customs that arrived through Portuguese traders.

Portuguese was the first western language to have a Japanese dictionary, compiled by Jesuits such as Joao Rodrigues, published in Nagasaki in 1603.

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