



ICLL 2018, International Conference on Language and Literature
13-14 April 2018

Venue:

Akademija Znanja, 56 Ž. F, Obilaznica, 85310 Budva, Montenegro

Conference Proceedings

ISBN 978-164316674-2



REVISTIA
PUBLISHING AND RESEARCH

ICLL 2018, International Conference on Language and Literature,
Budva, 13-14 April 2018

ISBN 9781643166742

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Typeset by Revistia
Printed in Budva

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Reading Language of Bilingual Children and Its Characteristics

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Abstract

Our contribution focuses on the issue of reading children in a bilingual setting, and the control of two languages is natural to them. In spoken language, children express themselves almost flawlessly, but the problem arises when they begin to read. One language is better, easier to understand, more natural. Our contribution is of a research character. Through an interview with a selected sample of children, we try to uncover the phenomena and patterns that occur when reading bilingual children. The article also deals with the reading habits of pupils from the bilingual environment, pupils' reading and book relations. We find out which language learners prefer more when reading books, and how their parents have influenced their language preferences and what reader's interests children have in their early childhood. Children of diverse backgrounds in research are deliberately chosen to meet the requirements of the research goal. We chose four children attending the first grade of elementary school. Each of these children has a second language (English, Norwegian, Belgian and French) besides the Slovak language. Research data was collected through individual interviews with these children. Through this research, we have also sought to identify the importance of reading in the lives of contemporary children.

Keywords: communication, reading, Slovak language, foreign language, reading comprehension, children's books, bilingual environment

Introduction

When a child is born into a specific cultural and social environment, it has a natural need to integrate into it. In particular, the child wants to fulfill his/her own needs and requirements. Real life situations give him incentives to mimic patterns of communication behavior and speech usage (Lipnická, 2009). A child needs to understand, therefore actively uses the linguistic and communicative habits that are characteristic for a specific socio-cultural community. In line with its own social adaptation, it adapts to the use of a particular language and its means, favored by his/hers own surrounding environment. It should be noted, that a child can make a contact with the language of his or her surroundings also through reading, from an early age. For this very reason is quite important what kind of the environment surrounds a child. If parents are exemplary also in reading area, they can become a role model for their children to mimic this activity and form a positive relationship towards books.

Reading expresses the visual perception of the text or its loud repetition (Belešová, 2014a) considers reading a purpose-oriented activity which always brings some result, whether in the form of knowledge, understanding or clarity. Reading is considered to be the basic communication skill of a person. Reading is an intellectual, very demanding, psychological activity requiring practice (Belešová, Szentesiová, 2016). It is important to remember that reading is closely related to thinking and learning. It is not a superficial process; every reader gives his own thoughts to this activity, a piece of self. It is great that a man can learn to read. There is no other being with this capacity.

We also consider reading as a tool for achieving the various goals that are key to success in social, working and personal life. Reading is a natural part of the main cultural skills, namely communication. De Certeau (1984) defines reading as a complex cognitive process decoding symbols to produce or derive their meaning. It is a means of learning the language, communicating and sharing various information. There is an interaction between the text and the reader within reading. The process of reading requires continuous practice and refinement.

The importance of reading

Thanks to reading, we can continually gain new information, expand our knowledge and learn something interesting. However, reading is also important from a different point of view – a person needs to both mentally and physically relax from everyday hard work and a lot of duties, because permanent stress and constant burden can unhealthy affect the human organism. Reading offers a relaxation, entertainment, guidance and joy to person. Can develop a sense of humor and teaches how to think logically. For many people, it has become not only a significant asset, but also an unimaginable part of their lives. Mistrík (1996), in connection with the importance of reading, states that "reading is educating, art texts reading also creates aesthetic experiences, impacts our feelings, relaxes us".

Belešová (2014b) explains that reading does not only provide children with a lot of new, important and up-to-date information, but also more independence from the people which used to read to them before. In addition, thanks to reading, non-cognitive processes of the child develop and their needs are emotionally fulfills.

As Belešová states (2014b), reading is a meaningful activity that fulfills certain functions:

1. educational and upbringing function (reading helps the pupil to acquire new knowledge and develop his abilities, but also teaches him to think critically and to perceive the world around him.) By means of heroic acts in stories, children learn to be brave and powerful even in real life. good, and moral, and this must be strengthened.);

2. motivation function (a good book creates in pupil an interest in specific phenomena and / or areas of society life);
3. communication function (reading develops vocabulary and speech because, thanks to various text genres, the child is more familiar with the stylistic and linguistic aspect of the language);

4. regulatory function (the text is structured by logical continuity);

5. innovative function (text can provide latest science and technology knowledge);

6. imaginative function (the book arouses the pupils imagination and develops his fantasy, allowing him to fully experience individual stories in which there are many supernatural powers and imaginary elements).

A more detailed definition of the reading meanings is given by several literary sources. We are inclined towards those which are characteristic for several age groups. In summary, indicators of the importance of reading include:

fantasy – children are fully living up to different stories, for a while they find themselves in another world with imaginary beings and environments;

vocabulary and speech development – is related to the specific text genre, but overall, it can be said that any contact with text develops child's vocabulary;

capability of critical thinking – creating an overall view on life around;

imagination ability – the notion of time uncertainty "once upon a time" and a spatial uncertainty "beyond seven mountain ranges, beyond seven rivers";

fearlessness – based on various heroic acts (eg, cutting the dragon's head, delivering the Sleeping Beauty, bringing the three-golden hair to Grandfather Know-It-All, etc.) in fairy tales children are not scare to show their courage even in real life, they are empowered and motivated;

intellectual abilities development – children learn to recognize new situations, characters, nature;

principles of morality – children learn what (who) is in the book good and evil, which acts and deeds are right and wrong. They build their moral values.

Mistrík (1996) emphasizes, that for modern man is hardly something that important as obtaining information. We are particularly getting these information by reading and we need to learn how to adequately process them. Reading is nowadays an important activity and a part of a human life and is one of the basic components of the general literacy.

Every child is different and unique. Regardless of their book's preference, if it is a classical book or they prefer more modern or electronic version, we need to let them enjoy their choice of book and not criticized them. It is important that children can find a way to read even today, and that parents should lead their children towards love for books so that reading becomes a natural part of their life. It is necessary to realize that when a child reads a book, it becomes a part of their personality and can markedly shape their whole life.

A child growing up in a bilingual environment

In case, when parents live for any reason abroad, to their parental responsibilities is added one more, but not less serious obligation. They have to make a right decision about in what language they will communicate with their children. They are considering, whether it is necessary to maintain the mother tongue in the communication at home, or if to prefer the foreign language usage in the home environment as well, so that a child can be in best possible contact with the second (foreign) language right from the start.

The term mother tongue could be misunderstood as the language that the child learns only from mother or father. Pacherová (2013) states that we can identify the mother tongue as the language we learned as first one, regardless of who from our surroundings taught us. Štefánik (2000) adds, that the mother tongue is stronger than the two (or more) languages, the individual knows. It is the language, to which the individual has the nearest and closest relation, it is the most used language.

There are a large number of bilingualism definitions that differ widely or even contradict themselves. One example is the belief that the bilingual is the one who perfectly masters two languages (Harding-Esch, Riley, 2008). The opposite statement is that every person is essentially bilingual because he knows at least a few words which are not from his mother tongue but of foreign language (Edwards, 2006).

We characterize bilingualism as a person's ability to speak in two languages. Sovák (1990) explains that it is a process of spontaneous learning of a second language independently on the mother tongue, already in pre-school age. It is the acquisition of the second language in a natural way by the bond with some certain persons, while the child gradually creates independent ties to both languages.

The bilingual environment in which the child grows up, can be identified in this context as an environment, in which the child meets with two different languages within his / her family or society that surrounds him / her, when it is often the mother's mother tongue and father's different mother tongue, coming from different countries or geographic areas. Štefánik (2000) describes the bilingual environment simply as an environment in which are two languages are used in rotation for communication.

Depending on the context in which a child acquires a second language, we distinguish:

natural bilingualism - evolved naturally in a bilingual environment. An individual acquires two languages either at once or gradually in a bilingual community or in a bilingual family, and in everyday contacts with native speakers this or that language;

scholastic (cultural) bilingualism - originated in an artificially created school environment, an individual learns a second language at school, and has not a lot of opportunities outside of the school environment to communicate in this language.

In the bilingual family, multilingual communication takes place mostly because parents come from linguistically diverse settings. For example, when Slovak woman marries abroad. After the birth of a child, mother speaks with her child in Slovak, on the contrary his father communicates with a child in his mother tongue and the language of the country in which the family lives.

Research

For the research data collection, we have chosen a qualitative research methodology. We also take into account the theoretical basis of many experts in linguistics and bilingual education in Slovakia and abroad, which we mentioned in the previous theoretical part.

The aim of our research is to identify the relation of children from selected bilingual families to reading. True bilingualism means complete fluidity in all aspects of language: understanding, speaking, reading and writing. The aim is not to determine the methodical process of reading in different languages, nor to identify approaches to bilingual reading. Our aim is to examine what place reading holds in the lives of bilingual children attending primary education (1st – 4th year of elementary school) in foreign countries. We are investigating whether these pupils like to read, and whether or not they have preference to read only in one of the language or they are reading without any distinction both in Slovak and foreign language.

Research questions

In this research, we want to focus on questions that reveal the relation of selected bilingual children to reading. Questions are designed in accordance with our research aims so that their answers cover the questions asked:

Are pupils interested in reading books?

Do they prefer books in their mother tongue or in other language?

Do they know books of Slovak authors' as well or only foreign books written in another language?

Do these pupils have their favorite heroin from a children's book?

Do they talk with parents about what they have read? If so, then in what language?

Methodological process

For our research needs we addressed 4 bilingual families living abroad. The condition was for their children to be bilingually educated and to communicate fluently with at least two languages. Specific families have been recommended to us from our common acquaintances, so it was an accessible selection of people for our research. Since these families have lived outside of Slovakia for most of the year, we had to reconcile their time and adapt them to time requirements. We waited until they returned to Slovakia and visited them. We have used their familiar environment (inside of families of these children) so that the pupil involved in our research felt good and could thus eliminate the fear, stress and other negative circumstances that could affect the objectivity of the investigation. We interviewed the children in their familiar environment. We have agreed on dates of interviews individually with the children's parents. Each interview evolved individually, depending on the child's communication abilities. The average duration of the semi-structured interview took approximately 15 minutes. As we met the experience that our children were not too convincing and did not express themselves clearly, we decided to ask our parents a few additional questions. By doing this, we have reached the agreement (or diversity) of all participants' responses. Because it happened that the child replied that he/she didn't read in the mother tongue his/her books, but the parent claimed something quite different.

We characterize our overall research strategy and process as a process of qualitative methodology followed by an open coding technique. To collect the data, we used a semi-structured interview that contained a pre-prepared set of questions for children coming from a bilingual environment. We have adapted the additional questions to the ongoing interview. We have recorded their testimonies using audiovisual technology to prevent the loss of important data. We then literally transcribed the information we acquired into the computer. It should be noted that the families of our friends and acquaintances mentioned in this paper live abroad. They visit Slovak relatives only once or twice a year - during the summer holidays and at Christmas.

All 4 children within the research sample were in age of eight, nine years, two children were 10 years old, of which 3 were girls and one boy.

Boy Brian (8 years) was born in Paris, his father is French, mother of Slovakia. Currently living in Paris. Mother said she *"realizes she should talk more with her son in Slovak, because they communicate mostly in French during the day."*

Dalma (9 years old girl) was born in Oxford, her father is an Englishman, mother of Slovakia. He speaks Slovak only when he is visiting her grandparents in Slovakia, in other cases he speaks exclusively in English, although he understands Slovak well and almost everything. Mother and her daughter communicate daily in English in particular. She said in the interview that *"parents should try harder if they want to raise their child also as a bilingual reader, because the child will not become as one on its own"*. She also stated that *"her own lack of systematics and patience in bilingual education and the unwanted outcome is the fact that her daughter understands in Slovak, but in their mutual communication she answers exclusively in English."*

The girl Frida (10 years old) was born in Brussels, her mother is Belgian, father of Slovak. She speaks Slovak only when she visits her grandparents in Slovakia, in most cases she speaks exclusively in French, although she understands almost everything in Slovak. Her father stated that *"from the very beginning, he tried very hard to keep his children as good in Slovak language as in French, but since they were also in contact with Flemish and German, the Slovak had come to a halt."*

Helen (10 years old) was born in Slovakia. When she was in her pre-school age, her family moved to Norway, her parents are working there, she and her brother go to Norwegian primary school. Both her mother and grandmother make sure that both children are raised bilingually. They continue in Norwegian and in Slovak, and they also undergo commission tests at primary school in Slovakia every year to obtain the education provided by the Slovak Republic. Her mother said she *"tries to bilingualized her children, so she speaks with them at home in Slovak, and her husband in Norwegian"*.

Research findings interpretation

At the beginning of our interview, we found out whether pupils read books, because reading books by nowadays children is not as popular as they used to be. And this is no exception if the children grow up in a monolingual or bilingual family.

Brian and Frida said they rarely read the books. Helen also does not read the books, she said, "*I rather watch TV.*" Dalma said she reads books, "*especially when I'm bored, or when I lie in bed in the evening and I am trying to fall sleep, then I read books to make myself tired more easily.*" Based on the answers we got, we can say that reading is not one of the most popular hobbies of by us addressed children. All parents, however, said their children likes to read the books.

In the case of monolingual children, we know that language skills, such as vocabulary, knowledge and the ability to manipulate with phonological knowledge, encourage their reading learning. The phonetic consciousness and vocabulary of a young child predominantly predict their future readership. For bilingual children, there was no problem with reading and confusing languages. According to Jasinska and Petitova (2018), bilingual children are good readers and even have some advantages over their monolingual peers. In addition, children who were exposed for the first time in English at school, with their linguistic knowledge, reached their peers and showed no disadvantages of reading at the time when they reached the fourth year.

Do you think that you need to read books and devote time to reading? This was our second question examining the general opinion of bilingual children.

Brian, Frida and Helen answered positively. Additionally, Dalma added that "*it is important to start reading books while I am only a child, because it is necessary for my future life when I grow up. But also to read my books to my children.*" Children are aware of the importance of reading, especially in order to gain information and further education. But they also have a variety of other interests that have been told to us prior to the realization of each interview. They probably didn't think much about meaning of reading, therefore, it is important to encourage them to think about reading and asking them questions to direct their thinking to the meaning of reading in their lives.

The children we have addressed, can speak in multiple languages, so it is likely that their language will not only be used for oral communication but will also be used for reading. All parents have mentioned how much they want to communicate with their children in the Slovak language, even though they live abroad. In this case, it is more than necessary for them to provide and read the Slovakian books with their children, devoting their time and learning to read them practically in a foreign language. Parents, as they told us, try to read with children, but the time spent is not enough for children to start longing or desiring to read Slovak books, let alone foreign ones. This task very rarely belongs to grandmother, who comes to visit or vice versa, when the children come to vacation to her.

In the next part of the interview, we asked the children that if they read and know Slovak books as well, in what particularly do they see the difference, or the similarity compare with the foreign language books.

Brian could not answer, because he doesn't read Slovakian books often enough. Frida reads Slovak book rarely as well. Helen argues that "*Norwegian books are easier. I sometimes do not understand the text in Slovak books.*" Dalma states, "*that Slovak books are similar to each other. English books are different, you have more to choose from.*"

Many families choose to focus only on the mother tongue when they teach their children to read. They feel that if they start with this language then their children will feel good about this language before they learn to read the language of the environment in which they live.

Therefore, we directed our other question for children towards answer who their favorite book here from a Slovak or foreign book is and why.

Dalma claims to for her it is the "*Harry Potter because he has the magic skills that he did not know before. And he has to fight evil.*" And also "*the girl Vanina, because she helped the older lady, she was well-educated, daring, and took care of everything at home.*" Frida said that her most favorite fairytale figure is "*Cinderella because she's a very brave girl. Despite the fact that it is difficult in life, she can manage.*" We see that children identify themselves and select book heroes from foreign literature.

The following interpretation approaches the responses of parents living abroad who are developing bilingual reading skills of their children. We asked them that what they think based on what their child chooses a book. Do parents perceive in some way that their children naturally tend to incline towards Slovak or foreign texts.

Brian's mom replied that her son *"chooses the book alone and prefers French books. He now reads himself."* Dalma's mother claims that *"her daughter chooses on her own her books, and reads from early childhood, and she is attending summer readings festivals organized by the local library. He naturally reads in a language in which he feels more at home (English). On the other hand, we monitor the selection of her books and try to direct her to choose the right literature appropriate to her age and abilities. For a reward, we often go to the bookstore to choose a book of her choice. Also, from every visit to Slovakia they will bring a book, stories, fairy tales, cookbooks, an encyclopedia, etc."*

From the testimony we can see that parents care that their child would choose a suitable book. They don't take book as something ordinary, but rather as a gift, or a valuation that a child deserves. Dalma chooses mostly English books, because this language is more natural to her and she better controls it. But she will always bring with her a Slovak book after a visit to Slovakia. Although Dalma said that she reads more English books, it is very likely that sometimes she reaches out for the Slovak ones, as it is available for her in several genres now. Frida's father says that children choose their own books and that they *"prefer French-language books, they have a lot of them at home."* He first argued in the interview how important it is for his children to not reject talking in Slovak, but then he himself is a proof that they have resigned in reading Slovak books and allowed children to read books in a language they choose themselves. Mother of Helen makes sure that her child gets in touch with Slovak books. *"In Norwegian she chooses for herself, I choose rather in Slovak for her. She is more found of Slovak stories because they are more fun."* This answer is practically the only one (from the parent's testimonies) with attend to try to keep their child with the books in their mother tongue. When children get books in different languages, they will be able to compare and choose those which impress them more and attract them more.

Parents are trying to lead their children towards reading, in such a way that they let them have enough space to choose books at their discretion. We think it is right when parents can, if necessary, adequately and non-violently direct their child to choose the right literature that can support the interests of the child. We add that each family approaches bilingual education and thus also bilingual reading individually. Ellen Royuer in one electronic communication admitted that his children in Taiwan grew up as trilingual. They have never actively tried to teach them how to read in any language. He read them in bed as much as possible in French, sometimes in English. However, children learned to read when they first attended the first class (both Chinese and English). He gave them a lot of books, and he read to them for a long time before bedtime, and then, when they were about 8-9 years of age, they could read in Chinese and English, and spontaneously began to read in French.

Very important is also the parent's response to the way their children read. Parents are those who are directly present while their children read also because children at primary school need an adult supervision to help them read and explain to them some unclear words or text they do not understand. We asked them if they observed any differences in the child's reactions on Slovak and foreign language text.

Brian's mom very briefly responded that Brian had *"less vocabulary in Slovak. Related to that we have to more often explain a meaning of the words."* Similarly thinks Dalma's mother saying that *"the text in Slovak is more demanding than English one. It is more or less a foreign text for her, both in language and culturally. When reading the English text, the perception is immediate, in the case of the Slovak text we often stop by the vocabulary, the meaning of the words, but also the whole cultural context, I have to make parallels between what she already knows about Slovakia or her life in England, or supplement my text with my own experiences and memories of Slovakia."* I think that Dalma's mother captured the very essence of the reading in a language other than the Slovak one. Each language has its cultural specifics, each language has its origins in a certain historical context and these differences are also reflected in books. It is difficult for parents to explain to children words they do not understand. It takes their time, patience and perseverance in the explanation. Frida's father expresses it with similar words *"When I used to read them when they were small, there were differences in the texts. Often, I had to stop to explain to them the either realities or the meaning of some words. When my daughters read in Slovak, they had a basic reading problem. They were able to read the text, but they had to focus very much on the letters č, ž, š, ch. When I asked them if they understood, they admitted they did not. We had to break the text off and explain it."* Helen's mother sometimes use to read to her kids out loud. *"When I have time, I read her Slovak books. Norwegian she can read herself and I feel she no longer needs it. I do not feel the differences. Every book is original in its own way."*

We can say that books written in Slovak have made for children more difficulties with understanding the meaning of some words, especially related to facts and history; on the other hand, children have difficulty reading correctly the words because

they first learned to read in other than Slovak language, so some letters and groups of letters required more time and training for children to practice reading correctly. We note that the Slovak language is a demanding language because it uses various other forms of language (eg, vowels, w, dz, ia, ä, ó, etc.). The acquisition of the Slovak language by Pekarovičová (2013) on the background of Slavic languages facilitates in particular:

- identical representation of grammatical categories, as well as a similar set of forms;
- the same number of grammatical cases, similar or even the same principles of substantive inflection
- related processes of adjective and adverbial comparison;
- an identical set of conjugation.

The problem with the acquisition of Slovak language is mainly:

- different suffix cases;
- different application of the life category, which does not specifically express itself in some languages (South Slavic languages) or expresses otherwise than in Slovak (Russian, Polish);
- a different preposition system and rate of use;
 - differences in the formation of aspectual and their application in speech practice, and so on.

For a child who does not learn this language when starting school, it can be difficult to master it. We were trying to find out from parents if they think that their child should learn to read first fluently in Slovak and then another language and what approach would they prefer.

Brian's mom said that her son, *"since he goes to school in France, learned to read only in French, I did not force him to read in Slovak, but we tried it and he is quite well in it."* It is natural that a child learns to read in that language, in which country he lives in. Dalma's mother states that *"since in the UK they start to read at the age of three, she naturally learned to read in English first, and later tried the Slovak language, though not very systematically, only here and there while family visits either here or in Slovakia."* Frida's father shares a similar opinion. *"When a child starts attending a French speaking school, she has to learn to read French first, so we did."* Also, Helens mother says as well as other parents. *"We learned Norwegian, and therefor also to read in Norwegian, and today she can read in both languages without any difficulties."*

At the beginning of compulsory schooling, great attention is paid to the development of reading. As Harding-Esch and Riley (2003) report, if a child refuses to read in a second language, it is better not to force him, but to give him for reading purpose his favorite stories at home when possible. He needs more time to solve this new situation. Morgenstern, Šulová and Schöll (2011) report that most bilingual children learn to read only in the language they have at school. This was also the result of interviews with parents. At the same time, acquiring the ability to read and write in a weak (non-dominant, secondary) language leads to consolidation of this language in a child. Many experts do not recommend starting to teach children to read and write at the same time in both languages, but first start with a language that is stronger with the child (communicating with their surroundings). And until about two years later, when the ability of a child to read and write in that language is already fixed, start with the weaker language. If both languages start simultaneously, it can be very complicated for the child. It is correct when the child first becomes fully acquainted with one language system altogether before it becomes aware that in another language it may be completely different.

From the knowledge of linguistic dominance, it is important to find out that children are actually deciding which language will be dominant for them, or rather it is their parents who decides, because they determine how often their child comes in contact with each language. Parents who choose to raise their own children in other than in their mother tongue should have solid linguistic and cultural abilities and constantly seek further education. Stagnation of language education of parents could have a very counterproductive impact on the language development of the child. Another condition of bilingual education is constant communication with the child, especially if it grows in a different monolingual environment. The child must be motivated to use the language (and hence read it) and this need is only created by his parent (Jiménez, 2010).

Conclusion

The aim of this study is to point out the facts that come from bilingual education in relation to multicultural reading. Research has been conceived as a mapping study into the real functioning of bilingual children in the field of acquiring their reading habits. We focused on their attitudes towards reading, their need to read. We also found out which language they prefer more when reading books and how they evaluate books written in the Slovak and other language in which they usually

communicate.

Belešová and Szentesiová (2017) also carried out research of the same focus. The study included children attending the elementary school and coming from a Slovak-Italian family, a Slovak-Albanian family and a Slovak family who lived in Spain for a decade. Data received from children from a multicultural environment has signaled, that reading generally belongs to their favorite activities. None of the children said they would not like to read or that they would refuse to read at all in one of the languages. Children read different genres of books, not just fairy tales. Books are chosen according to their interests, either sport or different mysteries or other themes. They devote their reading time mainly to acquiring information, improving vocabulary, spelling and grammar of the Slovak language. All the selected children grew up in a foreign country and considered the Slovak language as demanding. Despite the fact that all of them live in Slovakia today, they are more likely to read in a foreign language books.

These data are also significant for our research findings as they have a major impact on the reading of bilingual children. The environment in which children lived and lives has greatly influenced and continues to influence them. We consider this aspect to be the most important in terms of the data we received, because the environment in which the child grows contributes to this fact to the greatest extent. It is not always the ambition of the parent to develop a Slovak language of a child. Also significant is the children attendance of pre-school facility in a foreign country. The child communicates with his parents, adapts to the environment in which he grows up. The reality of a particular place affects him, he sees the letters, is directly confronted with foreign text. And he becomes a natural part of his life. Therefore, interpretation of our research findings suggests that children do not incline to the Slovak language usage, but rather to the language they use directly in their present life.

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German and Turkish Intensifier Particles in a Contrastive Analysis

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Abstract

This article is about the German and Turkish intensifier particles in a contrastive analysis. The aim of this article is to provide a introduction to what intensifier particles are and what their pragmatic, syntactic and semantic function in sentence is. These particles have lots of features, which are characteristic for intensifier particulars of German. Our primary purpose is to find the Turkish equivalents of these particles. We describe lexical meaning and pragmatic function of this particles on different corpus and formulate the problems of teaching and learning intensifier particles in Turkish. We also aimed to investigate in this article Turkish particles with their syntactic, semantic and pragmatic functions in sentence.

Keywords: particle, intensifier particle, contrastive analysis, syntactic, pragmatic, Turkish, English

Introduction

Almanca Yükseltme İlgeçleri Ve Onların Türkçe Karşılıkları

Özet

Bu makale Almanca ve Türkçe yükseltme ilgeçlerinin karşılaştırmalı olarak incelenmesidir. Çalışmanın amacı, yükseltme ilgeçlerinin ne olduğunu, onların geçtikleri cümlede edimsel, sözdizimsel ve anlambilimsel işlevlerinin ne olduğunu belirlemeye çalışmaktır. Söz konusu ilgeçler Almanca yükseltme ilgeçleri için belirleyici bir takım özellikler taşımaktadır. Amacımız onların Türkçe karşılıklarını saptamaktır. Bu açıdan bu ilgeçlerin değişik bağlamlarda geçen sözlüksel anlamını ve edimsel işlevini betimlemeye ve bu ilgeçlerin Türkçe'de öğrenim ve öğretim sorunsalına dikkat çekmeye çalıştık. Aynı zamanda Türkçe ilgeçleri de geçtikleri cümlelerdeki sözdizimsel, anlamsal ve edimsel işlevleriyle incelemeyi amaçladık.

Anahtar kelimeler: ilgeç, yükseltme ilgeci, karşılaştırmalı inceleme, sözdizimi, edimibilim, Türkçe, Almanca

Giriş:

Yabancı dil derslerinde, özel de Almanca öğrenenler açısından bakıldığında Almanca ilgeçler, çeviri, öğrenim ve öğretim sorunu olarak karşımıza çıkmaktadır, çünkü söz konusu sözcük türü sıklıkla belirli, kesin bir anlama sahip olmamakta ve bu yönüyle dilimize aktarımlarında çeviri zorluklarıyla karşılaşmaktadır. Çalışmamızda Almanca İlgeçler, özelden Yükseltme (Derecelendirme) ilgeçlerinin dilimizdeki karşılıklarını, çevirilerinde ortaya çıkan sorunları ele almaya çalışacaktır.

Yükseltme ilgeçleri, konuşma dilinde sıkça görülmelerinin aksine, Alman dilbilgisi alanında bu güne kadar en az ele alınan konulardan biri olarak karşımıza çıkmaktadır. Gerek Almanlarla iletişim sırasında gerekse yabancı dil derslerinde uzun yıllar edinilen deneyimler ışığında bakıldığında yükseltme ilgeçlerinin kullanım olanakları ve Almancadaki işlevlerinin yabancı dil olarak Almanca derslerinde öğretilmesi ve özel olarak açıklanması zorunluğu kendini dayatmaktadır. İlgeçler özellikle Yabancı Dil Olarak Almanca dersinde sözlü iletişim sırasında sıkça görülmektedirler. Bu bağlamda öğrenciler iletişim sırasında geçen ilgeçlerin anlamına ilişkin sorular yöneltebilmektedirler. Bu nedenle ilgeçlerin kullanımına yönelik açıklamaların yapılması, öğrencilerin bu konuya dikkatlerinin çekilmesi kaçınılmazlaşıyor. İlgeçler cümleden çıkarıldıklarında cümlenin yapısını bozmamakla, cümlenin düzenlamında büyük değişikliğe yol açmamakla birlikte, dil doğallığını yitirmekte, düz, anadil yapısından uzak bir nitelik kazanmaktadır. Biz dil öğrencilerine düşen, doğal bir dil öğretmektir. İlgeçler doğal olarak konuşma dilinde daha çok yer tutmaktadırlar. Durum böyle olunca da, öğrenimlerinin daha başlangıcında olan, dile yönelik deneyimleri yeterli olmayan öğrencilerin ilgeçleri bir çırpıda anlamaları, anlamlandırmaları, kuramsal olarak değerlendirmeleri çokta beklenen bir şey değildir. Bu nedenle derste öğrencilere kendi ana dillerinde

açıklamalar yapmak, onları ilgeçlerin geçtiği cümlelerle yüzleştirmek ve Almancada sıkça geçen ilgeçleri Türkçe karşılıklarıyla ve geçtikleri cümlelere kattıkları ek anlamlarla onların öğrenimine sunmak zorunlu görülmektedir.

Almancada İlgeç Araştırmaları

İlgeçlere yönelik ilgi ve ilgeç araştırmalarının başlangıcı 1970 yıllarda ortaya çıkan edinbilimsel ve iletişimsel sürecin başlamasına denk düşer. Daha çok konuşma dilinde, iletişim sürecinde ortaya çıkan ilgeçler araştırmacıların ilgisini çeker. Konuşma dilinin araştırmaların odak noktasını oluşturduğu süreçte ilgeçler de bu ilgiden hakettikleri payı alırlar. Başlangıçta "Yama sözcükleri" (Gabelentz 1969), "Dilimizin postundaki bitler" (Reiners 1944), "renksiz konuşma dolguları" (Lindqvist 1961), "Dolgu sözcükleri" (Adler 1964) gibi haketmedikleri tanımların nesnesi olmak zorunda kalan ilgeçler yeni süreçle ortaya çıkan çalışmalar Krivonosov (1977); ALTMANN (1976); HENNE (1978); WEYDT(1972); SCHEMANN (1982); Hentschel (1983) aracılığıyla dilbilgisi kitaplarında yer edinmeye başladılar. Böylece daha önce geleneksel sınıflandırmayla belirteçler içinde değerlendirilen ilgeçler zamanla kendi içinde de alt sınıflara ayrılan bağımsız bir sözcük türü olarak dilbilgisi ve dilbilim kitaplarında yer edinmeye başladı. Ancak yine de ilgeç sınıflandırmasına yönelik tam bir görüş birliği gerçekleşmiş değildir. İlgeçleri sınıflandırmaya yönelik çabalar da kendi içinde çeşitlilik göstermektedir. Örneğin kimi araştırmacılar ilgeçleri niteleme ilgeçleri, yükseltme ilgeçleri ve olumsuzluk ilgeçleri olarak sınıflandırırken (Götze/Lüttich 1989), Duden Dilbilgisi kitabında ise ilgeçler çekimlenemeyen sözcük grubunun bir alt dalı olarak değerlendirilmekte ve aşağıdaki şekilde sınıflandırılmaktadır (Duden 1995)

Yükseltme ilgeçleri

Odaklanma ilgeçleri

Niteleme İlgeçleri

Söylem İlgeçleri

Olumsuzluk İlgeçleri

Duden'a göre ilgeçler cümle içinde bir başına bulunabilen cümle öğeleri değil, cümle öğelerine bağımlı olan öğeler olarak cümlede yer alırlar (Duden 1995: 88). Helbig/Buscha ise ilgeçleri cümle içindeki sözdizimsel konumuna ve cümle türüne göre dağılıma bağlı olarak belirteç, niteleme sözcükleri gibi çekimlenemeyen sözcük türü içinde görürler (1999). Helbig/Buscha da Duden gibi ilgeçleri zorunlu cümle öğeleri olarak değerlendirmezler. Bir başka dilbilgisi kuramcısı Erben ise diğerlerinden tamamen farklı olarak bütün çekimlenemeyen sözcükleri ilgeç üst başlığı altında toplar (ENGEL 1988: 19). Onun yaptığı sınıflandırmaya göre ilgeç terimi şunları kapsar (Engel 1988):

Belirteçler

Bağlaçlar

Denkdüzlem bağlaçları

Altdüzlem bağlaçları

Prepozisyonlar

Cümle muadilleri

Yükseltme ilgeçleri

Belirtme ilgeçleri

Niteleme ilgeçleri

Sıralama ilgeçleri

Bildirme ilgeçleri

1997 yılında yayımlanan IdS-Grammatik adlı dilbilgisi kitabında ise ilgeçler aşağıdaki biçimde sınıflandırılmışlardır:

Yükseltme ilgeçleri

Niteleme ilgeçleri

Olumsuzluk ilgeçleri

Belirtme ilgeçleri

Bağlacımsı ilgeçler

Yoğunluk ilgeçleri

Yukarıdaki sınıflandırma örneklerinde görüldüğü gibi ilgeç sınıflandırmasında birbiriyle tümüyle örtüşen bir sınıflandırmaya rastlamak pek olası görülmemektedir. Bunda ilgeçlerin birçok özelliği bir arada bulunduran bir sözcük türü oluşunun payı büyüktür. İlgeçlerin sınıflandırılmasını sorunsallaştıran en önemli özellikleri, ilgeç olarak değerlendirilen birçok sözcüğün aynı zamanda başka sözcük türü içinde de yer almalarıdır. Aynı sözcüğün hem ilgeç hem belirteç gruplarında yer almasının nedeni ise ilgeçlerin biçimbilgisel-sözdizimsel, anlambilimsel ve sözdizimsel açılardan eşadlılarından farklılaşmalarıdır. Biçimbilgisel açıdan bakıldıklarında ilgeçler bağlaç, belirteç, prepozisyon gibi çekimlenemeyen, ek almayan sözcük türleriyle aynı gruplandırma içinde yer alırlar, ancak ilgeçleri onlardan ayıran özelliklerden biri, belkide en önemlisi tek başlarına cümlenin başında, yani yüklem önünde yer alamazlar, bu yönleriyle belirteçlerden ayrılırlar:

Sie hat das Problem ziemlich gut gelöst. (ilgeç)

O, sorunu oldukça iyi çözdü.

Sie hat das Problem diesmal gut gelöst. (belirteç)

O sorunu bu kez iyi çözdü

*Ziemlich hat sie das problem gut gelöst.(ilgeç)

Diesmal hat sie das Problem gut gelöst. (Belirteç)

Yukarıdaki örneklerde gördüğümüz gibi belirteçler bağımsız cümle öğeleri olarak cümlenin başında, çekimli eylemin önünde bulunabiliyorken, ilgeçler tek başlarına bu konumu dolduramamaktadırlar. Yine belirteçler belirleyici soruların yanıtı olarak işlev görebiliyorlarken, ilgeçler sorulara yanıt olarak kullanılamamaktadırlar:

Wie hat sie das geschafft?

O bunu nasıl başardı.

*ziemlich

Oldukça.

Wann hat sie das gemacht?

O bunu ne zaman yaptı?

Diesmal

Bu kez.

İlgeçler sözdizimsel temelde belirteç, eylem, önad, ad gibi birçok sözcük türüyle birlikte kullanılabilirler:

Auch Ahmet kann das schaffen.

Ahmet de bunu başarabilir.

Özge kann auch fahren.

Özge araç da kullanabiliyor.

Berrin ist auch fleissig.

Berrin çalışkan da.

Mein kopf schmerzt sehr.

Başım çok ağrıyor

Sözdizimsel açıdan değerlendirildiklerinde cümleden cümleye farklı dağılımlar gösteren, biçimbilgisel olarak çekimlenemeyen, ek almayan sözcük türleri içinde yer alan ilgeçler anlambilimsel olarak sözlüksel anlam taşımazlar, yani belirli sözlüksel anlamdan yoksundurlar. İçinde buldukları cümleden çıkartıldıklarında ilgili cümle bilgi temelinde çok şey kaybetmez. Bu yönleriyle ele alındığında ilgeçlerin geçtikleri cümlelerin anlamsal değerine doğrudan etkilerinin olmadığını çok rahat söyleyebiliriz:

Was machst du?

Ne yapıyorsun?

Was machst du denn?

Ne yapıyorsun ki?

Bu özellikleriyle ilgeçler kendileri gibi doğrudan sözlüksel anlam taşımayan prepozisyon, artikel, bağlaç ve belirteçlerle benzer işlevlere sahiptir, ancak pepozisyon ve bağlaçtan farklı olarak geçtikleri cümleden çıkartıldığında cümlelerin dilbilgisel yapısında da bir bozukluğa yol açmazlar. İlgeçler bir başlarına sözlüksel bir anlam taşımasalar da, girdikleri cümleye o cümleyi kuran kişinin duygu, düşünce ve tavır alışlarını katarlar, yani ilgeçlerin anlamı söz konusu cümlede birlikte kullanıldıkları sözcüklerle gerçekleşir, kısaca anlamları bağlamsaldır:

Wir gehen heute ja ins Kino.

Bugün sinemaya gidiyoruz, değil mi?

Komm schon!

Gel artık

Nur ich kann dir die Wahrheit mitteilen.

Sana gerçeği sadece ben söyleyebilirim.

a) cümlesindeki "ja" niteleme ilgecinin cümleye (Bugün sinemaya gidiyoruz, değil mi?) kattığı anlam karşındaki kişiye daha önce alınan bir kararı anımsatma, onaylatma işlevidir. b) cümlesindeki "schon" ilgecinin cümleye (gel artık!) eklediği anlam ise konuşmacının sabrının tükendiğidir. Yine ilgili ilgeç söz konusu emrin daha önce verildiğini duyumsatmakta, "schon" ilgeciyle aynı emrin yinelenildiğini duyumsatmaktadır. c) cümlesinde geçen "nur" yükseltme ilgeci ise cümlede önüne geldiği sözcüğü anlamsal olarak öne çıkarmakta, vurgulamaktadır. Örneklerden de çıkardığımız üzere, ilgeçlerin cümleye kattıkları anlam daha çok edimsel düzlemde gerçekleşmekte, konuşucunun söylediği sözle ilgili tavrılarını, duygularını, istemlerini cümleye katmaktadırlar. Bu özellikleri göz önünde bulundurulduğunda, bugün gelinen noktada ilgeçler diğer çekimli türler dışarda bırakılarak genel olarak beş türe ayrılmaktadırlar, bunlar:

Yükseltme (derecelendirme) ilgeci: Yoğunluk ve derece belirten ilgeçler.

Odaklanma ilgeçler: Bir ifadenin bir bölümünü vurgulamaya yarayan ilgeçler.

Niteleme & belirte ilgeçleri: Konuşmacının kendi söylediği söze yönelik tavrını, duruşunu belirten ilgeçler.

Söylem ilgeçleri: Bir söylemin, konuşmanın yönlendirilmesine aracılık eden ilgeçler.

Olumsuzluk ilgeçleri: belirli bir söylem ya da cümleyi olumsuzlamaya yarayan ilgeçler.

İlgeçlere yönelik çalışmalarda ya da dilbilgisi kitaplarında yine de farklı ilgeç sınıflandırmalarına rastlamak olasıdır.

Türkçede İlgeçler

Almanca "Partikel" sözcüğünün karşılığı olarak Türkçede iki sözcük bulunmaktadır, edat ve ilgeç. Edat sözcüğü Arapça, ilgeç ise Türkçe kökenlidir. Türkiye'deki Türkçe dilbilgisi uzmanlarının, dilbilimcilerin Türkçenin dilbilgisini değerlendirirken ya da hazırlarken Arap dilbilgisini baz alan Osmanlı dilbilgisi düşüncesinden hareket etmelerinden dolayı bütün görevli sözcükleri edat, bir diğer adıyla ilgeç başlığı altında toplamalarına yol açmıştır. "Alet, vasıta, araç" anlamlarına gelen Arapça kökenli edat sözcüğü, cümlede çoğunlukla isim soylu sözcüklerden sonra gelerek bu sözcüklerle çeşitli anlam ilgileri kuran dilbilgisel işlevli sözcüklerin cümlede oynadığı aracılık etme rolünü anlatmada yetkindir. Yine bu sözcük türünü nitelemeye kullanılan ilgeç sözcüğü de aynı şekilde bu sözcük türünün cümlede üstlendiği sözcükler arası ilgi kurma işlevini anlatmaya denk gelmektedir. Son yıllarda dilde özleşme, Türkçeyi yabancı sözcüklerden arındırma çabalarının da etkisiyle

edat sözcüğüyle birlikte ilgeç sözcüğü de kullanılmaktadır. İlgeç ya da edat olsun, bu sözcüklerle Türkçe de tanımlanan sözcük türü anlam ve işlev bakımından Almanca ilgeçlerle benzer nitelikler taşır. Türkçede de ilgeçler tek başlarına anlam ifade etmezler; ancak buldukları bağlamda, geçtikleri cümlede anlam kazanırlar, kendinden önceki sözcüklerle öbek oluştururlar. Koç (1990:165), ilgeçleri cümlede bir başına belli bir anlam taşımayan, ancak geçtikleri cümle içinde sözcükler ya da sözcük öbekleri arasında anlam ilgisi kuran sözcükler olarak niteler. Öker (2014) de ilgeçleri “yalnız başlarına bir anlam ifade etmeyen, cümlede kelime ve kelime grupları arasında çeşitli anlam ilişkileri kuran görevli sözlerdir” şeklinde tanımlar. Gençan ise söz konusu sözcük türünü, cümledeki sözcükler arasında çeşitli anlam ilgileri kurmaya yarayan ve anlamları ancak cümlede oynadıkları rollerle ortaya çıkan sözcükler biçiminde değerlendirmektedir (1992). Benzer şekilde Delice de (2008:113) ilgeçleri “ isim ile fiil, isim ile fiilimsi, isim ile isim ve isim ile cümle arasında benzerlik, vasıta, beraberlik, sebep, zaman, açıklama, neticelendirme gibi anlam ilgileri kuran; eşdeğer biçimbirimler ve cümleler arasında bağlama görevi yürüten; bağlı olduğu isme seslenme bildiren; cümleye duygusal anlam katarak onu çeşitli açılardan pekiştirmekle görevli olan dilbilgisel anlamlı sözcükler” olarak tanımlamıştır. Özkan ve diğerleri de ilgeçleri “Tek başlarına anlamlı olmayan ancak daha çok isim soylu kelimelerden sonra gelerek bu kelime ile cümledeki başka kelimeler arasında çeşitli anlam ilgileri kuran veya cümleleri birbirine bağlayan böylece söz diziminde bir gramer görevi üstlenen kelimeler” olarak nitelendirmektedir (2006:548). rof. Korkmaz ise ilgeçleri “yalnız başlarına anlamları olmayan, ad ve ad soylu kelime ve kelime gruplarından sonra gelerek anlam bakımından bunlarla sıkı sıkıya bağlı bulunan, gramer bakımından onlara hâkim olan ve eklendikleri kelimeler ile cümledeki öteki kelimeleri arasında çeşitli anlam ilişkileri kuran görevli sözler” olarak betimler (2011: 1052). Bir başka dilbilimciye göre ilgeçler “birlikte kullanıldıkları sözcüklerin, sözcük gruplarının ve tümcelerinin kullanılışlarına ve anlatım yeteneklerine yardım eden, onlar arasında çeşitli anlam ilgileri kuran sözcüklerdir”(Eker 2010: 359). TDK Türkçe Sözlük'te ise ilgeçler “Tek başına anlamlı olmayan, sonuna geldiği sözle cümledeki diğer kelimeler arasında ilişki kuran kelime türü” olarak görülmektedir.

“Ev gibi huzur köşesi olmaz.

Çocuk sabaha karşı uyudu.” TDK

Almancada olduğu gibi Türkçe sözcük türü sınıflandırmasında da bir karmaşıklık göze çarpar. Sözcük türü sınıflandırılması yapılırken diğer sözcükler özelliklerine göre tek tek ayrı tür olarak sayılırken, kimi yerde çekimsiz, ek almayan sözcüklerin hepsinin ilgeç başlığı altında toplandığı gözlemlenmektedir. Örneğin Banguoğlu Türkçenin Grameri adlı yapıtında ilgeç için takı terimini kullanmış, takı sözcüğüyle “...isimlerden sonra gelip onların söz içinde başka unsurlarla ilişkilerini kuran kelimeler” i kasteder (2011: 385) Hacıeminoğlu (1992:V) ve Ergin (1984: 216) Türkçedeki sözcükleri üç büyük sözcük türüne ayırırlar, bunlar, eylemler, adlar ve ilgeçlerdir. İlgeçleri kendi içinde sınıflandırmada da tıpkı Almanca ilgeç gruplandırılmasında yaşanan farklılıklar dikkat çekmektedir. Kimi araştırmacılar ilgeçleri ünlem ilgeçleri, bağlama ilgeçleri, son çekim ilgeçleri, sona gelen ilgeçler olarak dörde ayırırlar (Ergin 1984), kimileri ise Çekim Edatları, Bağlama Edatları, Kuvvetlendirme Edatları, Karşılaştırma-Denkleştirme Edatları, Soru Edatları, -Çağırma- Hitap Edatları, Cevap Edatları, Ünleme Edatları (Ünlemler), Gösterme Edatları, Tekerrür Edatları şeklinde on başlık altında toplamıştır (Hacıeminoğlu 1992). Sözcükleri sözlüksel anlamlı sözcükler, dilbilgisel anlamlı sözcükler olarak iki grupta toplayan Delice, ilgeçleri dilbilgisel anlamlı sözcükler başlığı altında değerlendirmekte ve çekim ilgeci, bağlama ilgeci, ünlem ilgeci, pekiştirme ilgeci olarak sınıflandırmaktadır (2012:32-33). Her ne kadar ilgeçler farklı sınıflandırılırsa da ya da ilgeçler farklı sözcük türleriyle bir arada değerlendirilirse de, ilgeçler konusunda ortaya çıkan genel tanı, onların cümlede sözcükler arasında ilgi kuran sözcükler olduğudur. Almancada olduğu gibi cümlede tek başına anlamlı olmayan ilgeçler, Türkçede tek başlarına anlamları olmasa da cümlede edimsel, dilbilgisel işlev görürler:

Eve kadar yürüdük.

Dünden beri onu gören olmadı.

Öğlene doğru kafede buluşalım.

Yumurtaya karşı alerjisi varmış.

Burada yalnız seni tanıyorum.

Yükseltme (Derecelendirme) İlgeçleri

Çalışmamızın konusunu oluşturan yükseltme ilgeçlerinin adlandırılmasıyla ilgili de farklı önermeler göze çarpmaktadır. Gradpartikel (derecelendirme ilgeci) ve Steigerungspartikel (yükseltme ilgeci) kavramları Altmann (1976, 1978) tarafından kullanılmıştır. Helbig/Buscha bu ilgeç türünü Rangierpartikel olarak adlandırmıştır. Yine aynı ilgeç türü Helbig/Buscha tarafından yer geldiğinde Intensifikatoren (yoğunlaştırıcı, yükseltici olarak da nitelendirilmiştir) (1999). ZIFONUN (1997) bu

ilgeç türünü "Intensitätspartikel" (yoğunlaştırma ilgeci) olarak önermişlerdir. Ancak en çok kullanılan kavramlar Gradpartikel ve Steigerungspartikel terimleridir ki, son yıllarda Steigerungspartikel kavramı Alman ilgeç literatüründe yerleşmiş gibi gözükmetedir. Yükseltme (derecelendirme) ilgeçlerinin ortak özelliği, girdikleri cümlenin belirli bir bileşenini ötekilerden ayrıcalıklı kılmak, öne çıkarmak, derecelendirmek, bir bakıma vurgulamaktır:

Ahmet schreibt sogar Romane.

Ahmet roman bile yazıyor.

Auch Özge kann dieses schwierige Problem lösen.

Bu zor sorunu Özge de (bile) çözebilir.

Ich kann nur dich zu meinem Geburtstag einladen.

Doğum günüme sadece seni davet edebilirim.

Almancada yükseltme ilgeçleri çekilemeyen, ek almayan sözcük türlerinden yaklaşık kırk sözcüğü kapsayan kapalı bir sözcük grubunu nitelemektedir. Yükseltme ilgeçlerinin cümleye kattıkları anlam anlambilimsel düzlemde belirlenebilir. Sözdizimsel olarak ele alındıklarında, ilgili ilgeç türü cümlede tek başına bulunmaz, mutlaka bir başka cümle ögesiyle yan yana durur, bir başka cümle bileşeniyle bir bağlaşıklık ilişkisi içindedir ve cümlede yer, konum değiştirme söz konusu olduğunda cümle içinde ilgi kurduğu sözcükle birlikte sürüklenmek, yer değiştirmek zorundadırlar. Aynı şekilde yükseltme ilgeçleri cümlenin başında da tek başına bulunma özelliğine sahip değillerdir:

Er ist sehr fleissig.

O çok çalışkan.

Sie kann ziemlich gut Klavier spielen.

O oldukça iyi piyano çalıyor.

Ziemlich gut kann sie Klavier spielen.

*Ziemlich kann sie gut Klavier spielen

Niteleme ilgeçleri gibi yükseltme ilgeçleri de sözlüksel bir anlama sahip değillerdir, anlamsal açıdan zayıftırlar, cümleye zorunlu bir anlam katmazlar, durum böyle olunca cümleden çıkarıldıklarında cümle sözdizimsel açıdan bir bozukluğa uğramaz, anlamsal olarak da cümle belirli iletisinden çok şey yitirmez, yani yükseltme ilgeçleri cümlenin gerçeklik değerinde bir değişime yok açmaz. Yükseltme ilgeçlerinin cümleye kattığı anlam, cümledeki işlevi, söz konusu cümledeki belirli bir sözcüğü ötekilerden farklı kılma, önüne geldiği sözcüğü vurgulamaktır:

Der Film war ganz ausgezeichnet.

Film tamamıyla mükemmeldi.

Yükseltme ilgeçlerini sözdizimsel açıdan incelediğimizde genel olarak bütün ilgeçlerde gördüğümüz özelliklere tanık oluruz. Diğer ilgeçlerde olduğu gibi ek almazlar, çekimlenemezler, cümlede bağımsız öğeler olarak yer almazlar, ancak başka sözcüklerle birlikte yaşam bulurlar cümlede. İlgeçler cümlenin başında da tek başına bulunmazlar, ancak ilgi kurduğu sözcükle birlikte yer alırlar. Yükseltme ilgeçlerinin cümledeki işlevi önüne geldiği sözcüğü vurgulamak öne çıkarmaktır, bu özellikleri nedeniyle tüm cümleyi etkilemezler, etkiledikleri ilgi bağı kurdukları sözcüklerdir, bu sözcükler belirteç, önad ya da ad olabilir:

Der Tisch ist völlig sauber.

Masa tamamen temiz.

Sie hat ein sehr trauriges Gesicht.

Çok üzgün bir yüzü var.

Ich habe überaus Zahnschmerzen.

Dişim fena ağrıyor.

Yükseltme ilgeçleri eylemlerle de bir arada bulunabilirler, böyle durumlarda ilgeç cümlelerin sonunda bulunur. Cümlede asıl eylem dışında bir yardımcı eylem varsa, cümlede gelecek zaman eylemi “werden” bulunuyorsa, yine cümlede geçmiş zaman yardımcı eylemlerinden “haben/sein” gibi herhangi biri bulunuyorsa ilgeç cümlelerin sonunda bulunan asıl eylemin önünde yer alır:

Sein Kopf schmerzt sehr.

Başı çok ağrıyor.

Sie hat sehr geschwitzt.

Çok terledi.

Wegen der Hitze wird sie sehr schwitzen

Sıcaktan dolayı çok terleyecek.

Sein Kopf kann sehr schmerzen.

Başı çok ağrıyabilir

Başlıca yükseltme ilgeçleri şunlardır:

Sehr (çok), ganz (tam, tamamen), einigermaßen (oldukça, söyle böyle), ziemlich (oldukça), etwas (biraz), ebenso (aynı şekilde, dahi), ungemain (fevkalade, , son derece), recht (oldukça, pek), weitaus (daha çok), weit (çok, hacimli), bei weitem (epey, kat kat), gar (çok), überhaupt (tümüyle, bütünüyle, büsbütün), ausgesprochen (oldukça), außerordentlich (fevkalade, oldukça), außergewöhnlich (fevkalade, olağanüstü, sıradışı), immer (daima, her zaman, sürekli), geradezu (adeta, sanki), echt (oldukça, çok), besonders (bilhassa, özellikle, oldukça), äußerst (son derece, oldukça, pek çok), durchaus (baştan sona, büsbütün), extrem (aşırı, extrem), höchst (gayet, son derece), hübsch (alımlı, hoş, şirin), rein (saf, pak, arı), restlos (tamamen, büsbütün, son derece), richtig (gerçek, hakiki, hatasız), schön (hoş, güzel, pek), so (o kadar çok, o kadar fazla), total (bütün, tam, tüm), überaus (pek, çok), übermäßig (aşırı, çok, fazlasıyla), ungewöhnlich (alışılmadık, anormal), völlig (tamamen, büsbütün), vollkommen (büsbütün, eksiksiz, harika, kusursuz), vollständig (eksiksiz, tam, noksansız), wesentlich (önemli, esasen, asıl, çok), absolut (mutlaka, kesin, tam, wenig (az, biraz, seyrek), viel (çok, pek çok, fazla).

Sonuç

Çalışmamızda Almanca yükseltme ilgeçleri ve onların Türkçe karşılıklarını ele almaya çalıştık. Gerek Almanca ilgeçlerin gerekse Türkçe ilgeçlerin tek başlarına anlam ifade etmediklerini, cümleye ek bir anlam kattıklarını, bunu da çoğunlukla Almanca da sözcüğün önüne gelerek, Türkçe de ise arkasına gelerek gerçekleştirdiklerini saptadık. Yine gerek Almancada gerekse Türkçede ilgeç sınıflandırmalarında ve ilgeçlerin önad ve belirteçlerden ayrı bir sözcük türü olarak değerlendirilmesinde benzer sorunlarla karşılaşıldığını belirledik.

Almanca yükseltme ilgeçlerinin Türkçe karşılıklarını bulmaya çalışırken, bu ilgeç türünün Türkçedeki kuvvetlendirme ilgeçleriyle aynı işleve sahip olduğu gözleminde bulduk:

Ben **de** özledim.

Sağır Sultan **bile** duydu.

Bu **da** geçer!

Almanca ilgeçler ve onların Türkçe karşılıkları üzerinde belirli çalışmalar yapılmış, ancak özeldi yükseltme ilgeçleri alanında bu tür bir çalışmanın olmadığını söyleyebiliriz. Yabancı dil olarak Almanca derslerinde ders kitaplarında sıkça geçen, ama özel bir konu başlığı olarak öğretilmeyen ilgeçlere dikkat çekmek açısından bu tür karşılaştırmalı çalışmaların önemi büyük. Almancayı yabancı dil olarak öğrenenlerin ve öğretmenlerin dikkatlerini konuşma dilinde sıkça geçen bu sözcüklere çekmek onlara olan ilgiyi artıracaktır.

Çalışmada yükseltme ilgeçlerinin sözdizimsel ve anlambilimsel özelliklerine dikkat çekilmiş, onların kendileri gibi ek almayan, çekimlenemeyen sözcük türlerinden ayrı tutulmasında yaşanan zorluklara değinilmiştir, çünkü ilgeçlerin başka sözcük türlerinde eşadlıları bulunmaktadırlar:

Komm schon! (Niteleme İlgeci)

Ger artik!

Er ist schon gekommen. (Zaman Belirteci)

O çoktan geldi.

Ich habe zwar Geld, doch keine Zeit, ins Theater zu gehen.

Tiyatroya gitmek için gerçi param var, ama zamanım yok. (Bağlaç)

Nachts schlafen die Ratten doch. (Niteleme İlgeci)

Fareler geceleri uyurlar ki.

Bu açıdan değerlendirildiğinde, ilgeçleri, özde yükseltme ilgeçlerini betimlerken salt sözdizimsel ve anlambilimsel betimlemelerin sınırlılıklarını yerinde görmüş olduk. İlgeçlerin cümleye kattıkları anlamın daha çok edibilimsel ve iletişimsel temelde kavranabileceğini çalışmadan yola çıkarak söyleyebiliriz.

Almanca ve Türkçe ilgeçler açısından değerlendirildiğinden şu sonuçlar çıkarılabilir:

Gerek Almanca gerekse Türkçe ilgeçler tek başlarına soru cümlelerinin yanıtı olamamaktadırlar.

Her iki dildeki ilgeçler bir başına cümle ögesi özelliği taşımamaktadır.

Biçimbilgisel açıdan değerlendirildiğinde her iki dildeki ilgeçlerin ortak özelliği ek almaması, çekimlenememesidir.

Bu iki dildeki ilgeçler cümle için de tek başına değil, başka sözcüklerle birlikte işlevlerini yerine getirebilmektedir.

Her iki dildeki ilgeçlerin tek başına sözlüksel anlamı yoktur.

Türkçe ilgeçler dilde dilbilgisel olarak da rol oynarlar; Almanca ilgeçlerin işlevi dilbilgisel değil, daha çok edibilimsel, iletişimseldir.

Gerek Almanca gerekse Türkçe ilgeçler bir ya da iki heceli kısa sözcüklerdir

Çıkan sonuçlardan hareketle ilgeçler konusunda Almanca ve Türkçede farklılıklardan çok benzerliklerin olduğunu söyleyebiliriz.

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Images in the Contemporary Environment and in Education

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Abstract

The role and the importance of images in the contemporary environment has been studied by many researchers. Their presence at an economic, political, social and cultural level has been deemed to be both vital and essential, due to the influence which they exert on each of these fields. Education has not been an exception to this rule. The development of technology and of new technological media has aided, boosted and established their presence in all the activities of human life, with all the positive and negative aspects that this entails.

Keywords: image, types of image, economic dimension of images, political dimension of images, social dimension of images, cultural dimension of images, educational dimension of images.

Introduction

Image. Concept and types

"Image" is a general concept and one with multiple meanings. It can refer to a depiction, an imitation or even a likeness. However, apart from this general, non-specific reference, any attempt to home in on the meaning of the term will run up against the sheer number of various types, features and attributes qualifying it. Therefore, an image may be identified as being the momentary visual correspondence of an object which is obtained with the help of a medium, as happens with the reflection in a mirror or the visual reproduction of an object on a specific medium, such as happens in a printout or on the screen of an electronic device. An image may be static, as in the previous examples, but it can also move. It can depict an object very faithfully and with great accuracy or it can just resemble it. The category of material or non-material images also includes mental images, which are created by a set of information, whether visual or not, which create an idea about the object, and this idea does not necessarily correspond with a real visual representation. The image of a city, for example, is the product of set of information or partial images concerning this city, none of which might, however, coincide with what can be construed as an image. Thus, it becomes obvious that finding a definition for "image" depends on the standpoint from which it is studied.

One relatively simple definition, which is at the same time useful for the requirements of this paper, defines "image" as a medium for expressing "two-dimensional visual depiction of persons, things or phenomena" (Kanakis, 1999). Within this meaning, the image was initially created with the sole and exclusive aim of presenting and representing an item which was not present. However, it soon became clear that that which had the ability to depict had, ultimately, a greater value than simply being just a representation. Namely, it could mean many other things as well, but, primarily, its duration can be longer than temporary. In this way, it slowly invaded and became established in many fields, also including that of education (Kantartzi, 2002; Taratori-Tsalkatidou 2005; Hatzidimou, 2015).

The choice of the above-mentioned definition helps in the further analysis of images. They can be examined following certain criteria. The most common of these criteria are:

- the accuracy of the depicted object,
- the degree of closeness in relation to the depicted object,
- the contents of the image,
- the appearance,
- the movement,

the colour,
the degree of clarity and the technical features of the image,
the size, the shape, and the aesthetic aspect,
the medium or the environment in which it is appears.

With the criterion of the *accuracy with which the object is depicted*, the depiction obtained through the image starts with the absolute and faithful depiction of the reality, as happens, for example, in the case of a photograph, and declines until the level of abstraction is in fact high, although still allowing the information about the object depicted to be recognised and read without any great difficulty (Kanakis, 1999). Symbolic images are a typical example of this. Based on the previously-mentioned level of abstraction, we can identify three categories of images (Kanakis, 1999): real images, which are distinguished by the total accuracy with which they are depicted; schematic images, which are distinguished by a higher or lower level of abstraction; and symbolic images, where the level of abstraction is the highest possible, without, however, making it difficult to read them.

With the criterion of the *relationship of the image with the object which it depicts*, we can encounter two types of image: the primary or identical and the secondary type. A primary or identical image is one which is a faithful, authentic and unimpaired item by the artist who produced it. Any such image simultaneously mirrors and reflects in its content the cultural background of the person who created it (Kulvicki, 2006; Vrettos, 2009). Conversely, secondary images are images which are reproductions of an original image (Grammatas, 2011). We often encounter various varieties of the above types in private or public spaces, in church environments (Taratori, 1988) or elsewhere.

Depending on their *content*, images refer to narrative, analytical, symbolic or taxonomic procedures. A set of categories based on these procedures is formed (Alchasisidis & Demetriadou, 2009), including *narrative* images, where, through a chronological sequence of events one can understand the content of a story; *analytical* images, where, through procedures of identification and correlation, specific characteristics are attributed to the objects; *symbolic* images, where, through identification procedures similar to the previous category, symbolic characteristics are attributed to its objects; and, lastly, *taxonomic* images, where the objects are thereby classified according a certain criterion.

Another classification is the one which is made based on their *complexity*. Thus, we can divide the images into simple and complex ones, depending on the amount of data they contain. With regard to the *degree of definition*, images can be divided into high, medium or low definition. Especially in digital images, which are made up of pixels, the definition corresponds to the term *analysis* of the image.

Depending on their *size*, their *appearance*, their *movement* and their *colour*, images are divided into large or small, transparent or opaque, still or moving (Simatos, 2003) and black-and-white or colour. Finally, concerning the *medium* in which they appear, images can be divided into paper, analogue or digital forms.

Apart from these classifications, the image-text relationship produces additional classifications into categories. According to Alchasisidis & Demetriadou (2009), the simple or composite morphic elements of an image involve the viewer in a series of narrative and mental processes. These processes sometimes run autonomously and are sometimes influenced by the written text accompanying the image. Thus, an image can accurately depict the details of the written text, show additional details, supplementing the written text, or not have any connection with it (Simatos, 2003).

But even the way in which the messages coming from the reading of an image are perceived is yet another criterion for classifying them into categories. Each image has a dimension comprising multiple meanings, because the details of it which are shown are perceived in a different way by the recipients – viewers (Lindekens, 1971) and, consequently, the interpretations which they make are, not infrequently, varying and contradictory (Vryzas, 1990).

The economic, political, social and cultural dimension of images

The century in which we are living has been described as a century of visualisation and imaging or, by other people, as a century of visual culture or of the culture of images. Visual representations flood everything which is displayed around us, conveying messages and information with a view to eliciting intense interest and impressions. In the multicultural environment in which we live, images have now become an international language.

Many people maintain that the modern world is currently experiencing a real 'images revolution'. The extent of this revolution can be seen from the following (Bullas, 2012):

With the use of new technological media it is calculated that the owners of a television, a computer and mobile telephones (currently estimated at 2.5 billion people) have easy access to images and, for many of them, to the production of images.

The rate at which images are being produced is rapid. At a rough calculation it has been estimated that 10% of the images in circulation have been produced during the last 12 months.

The social networks which rely on images and photographs, such as Facebook, Tumblr and Instagram, are the ones which are growing at a faster rate than the others.

Nowadays an image is a complex product which is produced in various ways, captures a share of the market and constantly varies in form, type, production method, cost and use. At the same time, it is a factor with a significant influence on the economic, political, social, and cultural environment. Images, sometimes by themselves and sometimes in combination with other technological products, cause rapid and radical transformations in the economy, politics, society and culture (Robins, 1996). Each of us is caught up in the throes of this torrent of images, sometimes more, sometimes less susceptible to perceiving the information and messages provided, which are transmitted through these.

Economic dimension

The role of images in the economic reality of the 21st century is considered to be fundamental, whilst important thematic fields of the applied economy, with a crucial role in the production and consumption, rely on illustration. The invasion of images into marketing, advertising and sales promotion operations is indicative of this tendency. There are many cases where the effectiveness and efficiency of activities and actions in these fields is attributed to, inter alia, the accuracy of the images. According to the findings of studies (Edell & Staelin, 1983; Aydınoğlu & Cian, 2014), graphic stimuli facilitate persuasiveness and increase the degree of responsiveness in consumers. For this reason, moreover, images currently take up an increasingly large area of the space in publications, magazines and the daily press.

The following are some of the elements which demonstrate the invasion of images into the economy:

In the business economy, and especially within the context of marketing and sales promotion, the visits to articles which provide information about a company or a product and which have images are much more numerous than the visits to the other articles (94% more).

A large proportion of consumers visit a company or wish to buy a product because they have been influenced by images relating to the company or that product. This proportion amounts to 60% of consumers visiting the company or wanting the product.

In addition, a large proportion of consumers (approximately 67%) state that the image of a product is more important than a text with information relating to the specific product (Bullas, 2012).

There are many reasons why images are an effective medium in the field of product promotion. Comparative studies referring to the advantages of images in comparison with other media, and in particular in comparison with texts, come to the conclusion that images outstrip the rest because they attract people's interest, they are more easily remembered, they exert an influence through their content and their technical value, and are, by their very nature, more lively and vivid. In addition, they are able to create pictorial and perceptual mental processes and to create a favourable attitude towards advertising and the product being advertised (Sojka & Giese, 2006).

Of course, there is no lack of criticism of the use of images, even from those who recognise the value of marketing and do not reject, at least in principle, the need for its activities within a competitive society and economy (Bolls & Muehling, 2007). A part of this criticism states that images convey the message which they contain and impose it with their power, thereby restricting the freedom of the target individual, with the ultimate aim of pushing him to buy products, whether useless or not, as a high priority. Another disadvantage of images relating to the domain of the market is the clarity which distinguishes the content of the image of a product. Any possible ambiguity might alienate the consumer from the product, when he discovers aspects of the product which do not interest him or have a negative impact on him, whilst other aspects which could possibly be of more interest to him are omitted. In this case the choice of image by the person in charge of advertising turns out to be mistaken, however, no matter how much this choice is the result of knowledge and skills in the field of the economy and marketing; one has to recognise that it is not at all easy to find images which satisfy all the potential consumers.

Political dimension

The effects of contemporary images on politics are equally impressive. The debate around the impact of images on public opinion is wide-ranging, because the political choices by citizens are, to a great degree, directed and manipulated through them. Apart from this effect, which was identified at a very early stage, one important impact of images on politics concerns the internationalisation of the political interests of society. Thus, whereas the visual media were traditionally directly linked to politics at a national and local level, in the contemporary environment, through publications, television and the internet, images contribute towards the reproduction of this political culture, which is predominant in the international sphere. This political culture encroaches on the interests of the citizens, side-lining national issues and creating of mixture of national issues with international ones, giving these issues a hybrid nature, with all the positive and negative aspects that this entails (Fernandes, 2000· Dolan, 2014). Globalisation, as a political phenomenon, is also, inter alia, a consequence of access to images.

Social and cultural dimension

Images, in connection with technology, have changed the culture of the family, customs and the way of life, attitudes and values, entertainment, behaviour, and even the space around us, transforming, inter alia, the relationship between the private and the public sphere.

As significantly stated by Thoman (1992), Kalle Lasn, one of the founders of the 'Adbusters' magazine and an important founder of the Canadian media criticism, eloquently describes the impact of television images on the daily life of people, as follows: " In the privacy of our living rooms we have made a devil's bargain with the advertising industry: Give us an endless flow of free programmes and we'll let you spend 12 minutes of every hour promoting consumption. For a long time, it seemed to work. The ads grated on our nerves but it was a small price to pay for "free" television... What we did not realise when we made our pact with the advertisers was that their agenda would eventually become the heart and soul of television. We have allowed the most powerful communications tool ever invented to become the command centre of a consumer society defining our lives and culture the way family, community and spiritual values once did." (Thoman, 1992). In a lot of studies, reference is made to the effect of images on the homogenisation of national identities, patterns of behaviour and gendered social codes. Studies relating to India and Ireland (Fernandes, 2000· [Dolan](#), 2014) are indicative of this tendency.

The effect of images also on the mass media is impressive. Apart from the fact that images have significantly contributed to the creation of new media, such as the internet and the digital social networks, they have also brought important changes to the already-existing media. If one looks back in the archives of a political newspaper, for example, it is easy to see that its current form and appearance in no way resembles the look and the form of an older copy which had been published several decades ago. The small number of pages of the newspapers were literally overwhelmed by titles and the photographs in them were minimal and only in black and white. Nowadays the facts have changed. The daily or Sunday news publications provide a vast amount of information which is not only conveyed by letters and words, but also through photographs, images, maps and diagrams. The reader, caught up in the daily rush, finds it difficult to spend time reading lengthy texts. For this reason the information is provided in a different way: through illustrations. Tables, organisation charts, graphical representations and other types of images help to inform about the issues, combining the provision of the information with inventiveness and aesthetically (Fytanidis, 2009)

Newspapers were some of the first printed media to accept the new circumstances imposed by visual communication and moved onto the new technology immediately and with haste. Based on the provision of current information, which constantly makes them renewable, they started to think and to operate in new ways. Flawless photographs, well-made cartoons and graphics are new tools with which the information is now displayed (Arvanitis, 2009).

However, in addition to the press, the same also applies for all the printed media and television. Images have charted the same course in these as well and the change in their appearance is just as spectacular and remarkable. The images which accompany the spoken word and the narratives are nothing like the ones in the past. Flawless, aesthetically pleasing and interesting images enrich the spoken word and the textual narratives.

1.3. The educational dimension of images

It is obvious from what has already been said that images have conquered every aspect of human life, and therefore all the activities aimed at influencing in a specific way human capital, knowledge, skills, thought, a person's character and behaviour. In these activities images have an effect on both the learning aspect, intervening in the process of acquiring specific knowledge and the development of skills, and also from the social and psychological aspect, contributing to the

shaping of values, attitudes and perceptions and influencing individuals' socialisation processes. To that effect, images intervene in an individual's broader education and in every form of it, either formal, non-formal or informal.

The formal form of education, which is a part of Education Science and in the broader context of Social Studies, concerns the systematic and organised process of education and learning, which is mainly planned by the state, but also by other bodies, either public or private (Hatzidimou, 2008, Hatzidimou, 2015). Education is carried out according to specific methods within the context of a specific and specially designed programme with specific goals, among which clear learning goals predominate, which provide people with a supply of basic skills, the preparation for them to participate in society and the labour market, and the shaping of values relating to moral development. It would be utopian to believe that the invasion of images in all the aspects of an individual's life would not affect education as well.

Besides, it requires no more than a cursory glance at the current reality of education to see the importance of images in the contemporary practice of teaching. In their daily teaching activity, teachers widely use images, sometimes in order to teach and sometimes in order to communicate with their pupils. In other words images intervene in both the pedagogical and the communicational side of the learning process (Simatos, 2003). These interventions are particularly dynamic. An overwhelming majority of all the teaching of lessons in Primary Education and a large part of Secondary Education contains images (Taratori, 1991; Kougiourouki, 2003; Hatzidimou, 2012; Hatzidimou & Hatzidimou, 2014; Hatzidimou, 2015). The illustration of books has acquired a central role in learning in school. Sketches, photographs and drawings are featuring more and more in Greek school textbooks, resulting in the development of an extensive 'pictorialization' of education (Pleios, 2005). At the same time, all the teaching materials facilitate the use of images in the teaching process. Every day, computers, the internet and school television confront the pupils with a wealth of images.

From all that has been stated above it becomes obvious that the presence of images in education is based on two axes. The first axis concerns the two dimensions into which images have entered, the pedagogical dimension and the communicational dimension. The second axis refers to the environments in which images appear. These are the environment of the text and, more specifically, of the school textbook, the environment of audiovisual media and the rapidly developing environment of Information and Communications Technology (ICT) in education.

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Images in Educational Textbooks and Educational Audiovisual Media

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Abstract

The role and contribution of images to the educational process has been pointed out by many researchers. Images are a source of information and for this reason their use in education is both important and valuable. Their enduring nature is demonstrated by their long-lasting presence in educational textbooks at every level of education. The introduction of new audiovisual media into the practice of teaching has resulted in a change in the traditional way in which they appear and are displayed. However, the factor which has remained stable and unaltered is the benefit which results from their being used.

Keywords: image, illustration of educational textbooks, images in audiovisual media.

Introduction

The question of images and the role they play in teaching and learning has been and still is a major concern for both researchers as well as active teachers. In the relevant literature, both in Greek and foreign languages, there have been, especially over the last few decades, many works which refer to the illustration of audiovisual teaching materials (Kantartzi, 2002; Demetriadou, 2007; Syriou, Katsantoni&Loukeri, 2015) and to images in audiovisual teaching materials. The reason being that the role which images play in the educational process is very important. For many decades the images which teachers used when teaching their pupils mainly came from school textbooks. Nowadays this has changed. The new technological media constitute an integral part of the learning process and their use helps teachers to provide their pupils with abundant visual material and through this to form new visual representations. The ultimate goal of this activity is so that the teaching of the lessons is more graphic and attractive. When the presentation of new knowledge is not solely restricted to verbal descriptions by the teacher but is also accompanied by plenty of other stimuli, mainly visual stimuli, then the new knowledge becomes more complete and the learning is more efficient.

Images in educational textbooks

The first books to host images were manuscripts, the so-called codexes. In the intervening centuries, from the time of manuscript books until today, a lot of things have changed. Images, however, continue to be found in educational textbooks for every level of education. Their value remains timeless, because the benefits which pupils derive from their use are many (Taratori-Tsalkatidou, 2005).

All images are *visual representations*. By the term *visual representations* we mean "any representation apart from the text of unities; i.e. images, diagrams or other schematic depictions" (Christodoulou, Spiliotopoulou & Karatrantou, 2005). Not included in the above term are the boxes which contain texts and are set out in the margins of the normal course of the texts in a book.

In the newer school textbooks visual representations are very preponderant in comparison to the past. From just one simple glance one can easily ascertain that the current form of educational textbooks bears no relation to the older ones issued some decades ago. In books today the proportion of images in relation to the text is much greater (Kress & Van Leeuwen, 2010). Nowadays images do not simply represent, or just repeat everything that has been said in the text. On the contrary, they carry out extra functions: they provide didactic and communicative dimensions, apart from their representational content.

The opinions of experts diverge regarding the presence of images in educational textbooks. According to the first opinion, images explain the text next to which they have been placed. In other words, images give information which completes the meaning of the written word, because they are explanatory and clarificatory by nature. According to the second opinion,

images are decorative and artistic items which accompany a text and in essence do not contribute anything more than pleasure and enjoyment (Kantartzi, 2002). Linked to the above is the question: to what extent, ultimately, do images contribute to the understanding of each conceptual unit to which they refer? Because, according to critics, the various categories of photographs, for example, which are put into many school textbooks do not contribute at all to the understanding of the language content. Or, in other cases, the new information which they present is placed outside of the text. For this reason the visual education by the writers and illustrators of school textbooks is an substantial feature, which should be seriously taken into account when a school's curriculum is being organised and structured (Arnheim, 2005).

The influence exercised by illustrations is very considerable. One of their particular features is the large number of messages they convey and the alternative way in which their messages are perceived by the recipients. The messages coming from an image are different for every single one of the recipients, because each of them can ascribe to them his own personal meaning (Marantz & Marantz, 1988). Illustration contributes significantly to the development of the individual, because the eye is the most important input of messages to the brain (Kantartzi, 2002).

Images give a text a pedagogical character, especially when they are aimed at small children. For this reason the illustration of school textbooks has been deemed to be essential from a very early age, in order to increase their attractiveness. Every year a large number of illustrated books are released. Thanks to these book releases children's illustrated books have flourished the most in comparison with the rest. The reason why this is happening is the significant improvement not only in their contents, but also in their pictorial appearance.

Images come first nowadays. School textbooks are filled with images (Palikidis, 2009). The development of printing and of computerised systems ushered in new printing techniques, significantly improving the look of educational textbooks. Illustrated educational course books are still being produced and released just as other books, through images, are being transformed by organising their development as an art form from now on (Mastrothanas & Kaplani, 2006).

Images in educational audiovisual media

Referring to the images in audiovisual teaching materials, we must provide one essential clarification: the perception that many people have about these images is of a static representation of an object. However, in the more important audiovisual teaching materials (cinema, television) the images are animated. So there are three approaches to the concept of images in these materials.

The first approach relates to the identification of audiovisual images with the audiovisual application as a whole. Thus, in the case of cinema, the audiovisual images can coincide with the entire film being shown and in the case of television they can concern the entire broadcast. The second approach concerns the viewing of excerpts, which is carried out selectively. In this case the teacher edits the content of the images so that viewing them can be adapted to the individual educational needs. In the third approach, one single image from the audiovisual medium is isolated and reference is made to it alone.

Of these three alternative approaches, the first is the one where the use of the medium is prevalent in the educational approach. In this case the pedagogical value of the medium depends on the content and on how closely it relates to the subject being taught. Cinema and television are applications of this type. However, films or broadcasts not made for educational purposes but whose content is useful in education cannot be excluded. The only disadvantage in this case is where the image or broadcast being shown contains superfluous information and messages which have no connection with the subject being taught.

In the second case the traditional didactic approach prevails and the medium performs and plays a complementary role in the educational process. The lesson can become more interesting and the teaching objectives be more easily achieved. The teacher must have the time and special skills in order to edit the images, whilst the possibility of structuring the knowledge anticipated by the use of the audiovisual medium is lost to a great extent. Lastly, the application of the third approach in the educational process is virtually identical with that of images in school textbooks or those which accompany a text. The only difference is that if the pupil is familiar with the visual object of the image chosen, the medium may be more attractive and it may be easier to understand its content.

The rapid developments in the audiovisual technology sector have increased the frequency of the use of images in the practice of teaching and have enriched the form and the means by which these are shown. Apart from the radio, in most audiovisual media the emphasis is still on images, which, however, have ceased to be the only factor providing stimulation. This is happening because in complex media images are accompanied by sound. The sound, which replaces the spoken

word, creates auditory stimuli, which, in conjunction with the visual stimuli, provide better results. In this case the images shown are no longer static but are animated.

One example of an audiovisual medium where animated images prevail is the cinema. In theory, the chance to use it in the educational process could act as a catalyst. Cuban (1986) said that Edison, as early as 1922, had spoken prophetically about the cinema, maintaining that it was expected to bring about "a revolution in the education system, since within a few years it would replace books". This, however, never occurred. Apparent reasons for this are the shortage of facilities in schools, the lack of expertise on the part of the teachers as well as the inability to change the traditional culture in education, whereby an audiovisual medium comes in order to support the existing educational process and not in order to overthrow it (Koronaïou, 2001).

However, we should point out that successful teaching experiments have been carried out using cinematographic films, which emphasise the role of cinematographic images. Indicative of this trend is the use of the film "The Prestige" in the teaching of Physics, Art and the Principles of the Economy (Kabouropoulou, Fokiali & Hadzigeorgiou, 2011; Hatdziggeorgiou, Fokiali, & Kabouropoulou, 2012). According to the authors, the contribution of cinematographic images aided the understanding of natural phenomena (electricity in particular), economic phenomena (competition, oligopoly), the development of the imagination and the forming of positive attitudes towards art. At the same time, it gave rise to the development of dialogue, reasoning and critical thought. On the whole, however, the use of cinematographic films in the classroom is very limited. Vrasidas, Zembylas & Petrou (2005), referring to the research results concerning the opinions of nursery school teachers about the use of the cinema in school, support the limited use of this medium.

Regarding televisual images, their use in education is also limited. Teachers maintain a rather negative attitude towards them, even if there have been recent results (Linebarger, 2011), which are positive, especially with respect to their contribution towards the understanding of concepts and phenomena. Buckingham (1990), referring to the importance of animated images, maintains that children come to school already having a knowledge of these media, which, however, they have acquired outside of school. According to this opinion, the teacher can help the children to build up new data and information on top of the existing knowledge more easily than if they were starting from an initial baseline. This helps in deepening and understanding each subject better.

Finally, animated images, in spite of the criticism occasionally made of their role, will have to be reviewed from two perspectives: The first concerns the possibility which they provide of bridging the link between the knowledge acquired at home and that at school, using the former in support of the latter. The second concerns the opportunity within schools which is now available to both the teacher and the pupils in a class to produce animated images by using simple applications.

In lieu of an epilogue

The images which are shown via educational textbooks require a thorough and in-depth empirical investigation. There are authors who contend that those book editions which do not contain any illustrations are incomplete. Because, as they maintain, illustrations, apart from their decorative and aesthetic nature, work in addition to the information and the meanings contained within a text. Of course, the interpretation of an image depends on several factors, which are directly related to each individual's level of knowledge, culture, experiences and know-how. Every reader interprets and deciphers what he sees in his own way, very often giving other interpretations apart from the ones intended by the author or the illustrator of the book.

The images which are shown via the new technological media and which are used in the pupils' tuition are highly realistic, graphic and diverse. The class teacher can choose and show to his pupils, depending on the circumstances, the appropriate visual material required for him to teach his lesson. This material can sometimes be derived from static and sometimes from animated images. It can, in other words, involve the simple presentation of an image with the students being asked to comment on and interpret the information it portrays. It can, however, involve the presentation of a video or the showing of extracts from a film or a documentary. The above activities are the responsibility of each teacher. He, having considered and assessed the expected outcome, decides which of these activities to choose each time.

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Bernhard Schlink's the Reader: the Trauma of Second Generation Germans

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Abstract

The Reader the novel is a narrative of fifty year old narrator, Michael Berg's remembrance of his seduction when he was 15 years old. The novel first scrutinizes Michael's highly sexual and clandestine relationship with thirty six year old Hanna Schmitz, who- later on revealed that, is an ex-perpetrator. The second part of the novel opens with Michael, who is now a law student attending trials with his class on "the Nazi past and the related trials" (90). Hanna is one of the defendants and only then Michael becomes cognizant about who Hanna really is. Hereupon the novel's emphasis shifts from the clandestine relationship between Michael and Hanna to Hanna's relationship with the Jewish victims in the concentration camp she worked in. With such deviation, the reader manages to see the parallels between Michael and Hanna's relationship and the Holocaust and concludes that the silence of the victims of the camp is similar to Michael's silence in the past. In this study, I will first focus on Hanna's relationship with Michael to conclude that Michael's lack of knowledge about Hanna's intention is similar to her lack of knowledge about Hitler's motto, therefore if she was the victim of Hitler, Michael, as the allegorical Jew, is the victim of Hanna, who eventually internalizes the Jewish silence. For this reason, the novel can be viewed as Michael's narration of his past trauma as much as he remembers it.

Keywords: Bernhard Schlink, The Reader, Trauma, Second Generation, Germans

Introduction