

The Role of the Educational Television Programmes for the Proper Acquisition of the Macedonian Language with Elementary School Children

Violeta Janusheva, PhD¹, Milena Pejchinovska, PhD², Bisera Kostadinovska, MA³

¹Faculty of Education, Bitola, University "Sv. Kliment Ohridski", Bitola, Vasko Karangelevski bb, 7000 Bitola, Republic of Macedonia

²Faculty of Education, Bitola, University "Sv. Kliment Ohridski", Bitola, Vasko Karangelevski bb, 7000 Bitola, Republic of Macedonia

³Faculty of Education, Bitola, University "Sv. Kliment Ohridski", Bitola, Vasko Karangelevski bb, 7000 Bitola, Republic of Macedonia

Abstract: *The role of television as a medium today is multifold, and, to a great extent, enlarged. The television apparatus are present in every household and through them, various kinds of cultural, political, scientific, educational and fun contents is being placed that influence the viewers, most likely the young population, that is, children in elementary schools. With that, what is of utmost importance is the existence of the educational programs, because they have an educational meaning and influence the psyche-physical development of the personality of the children. In that sense, what is of even bigger importance is the Macedonian language that is being used in those educational programs because the students are "challenged" to perfect and cultivate their oral and written expression and to develop and affinity towards the standard Macedonian language so that they can develop into personas that will answer the needs of modern living with high moral conscience about the significance of the Macedonian language. Because of that, the proper expression of the host in the educational programs in the spirit of the norms of the standard language is one of the pre-conditions for proper acquisition of the modern Macedonian language with the children in elementary schools. The aim of the paper is to analyze the educational programs broadcasted on the local television stations in Bitola, from the point of view of the language uttered by the host so that it can be program whether the host uses the Macedonian modern language and if there is an influence of the dialect of the host, which can have a negative effect on the acquisition of the norms of the Macedonian language with the children in elementary schools. In the same time, through informal conversations with the editors of the television stations the real state of things will be presented, i.e. the insufficient presence of the educational programs on the air of these television stations and the reasons for that situation, as well as the need of the existence of such programs in regards to the positive effects that they have for the development of the children in elementary schools.*

Keywords: Macedonian language, educational programs.

1. Introduction

In the course of everyday life, we are constantly surrounded by information that reaches to us through the media in print or in an audiovisual form. A medium can be everything that can transfer a message across and from the sender to the receiver. In mediums, as channels through which the information goes through, the following can be mentioned: the press, radio, television and the Internet. They can also be called mass media or mediums for mass communication, because with their help and through them, a mass distribution of information to the masses is taking place.

In that sense, it is very important for the television as a medium to air educational programs, with educational content, with the sole purpose to get the knowledge through to the children in elementary school, to develop habits and abilities, to influence the educational processes so that they can have the right perception about their surroundings, to develop the positive characteristics and the moral, ethical and work values. These contents must be in accordance to the acquisition capabilities and the age of the children, but of utmost importance is the language being used in these educational programs, who needs to be in function of the development of the knowledge for the same as a national and

cultural identity and for the importance of the respect of the standard language form.

In the sense of the enlarged visualization of the teaching with didactic and methodological shaping of the extracts from some documentary programs, animated movies, quizzes, other recorded educational programs etc., present in our teaching practice, according to the findings of the research, the children in elementary schools, out of the school areas, have a limited possibility to follow educational programs that should be put to function of acquiring new skills and knowledge, as well as acquiring models for an appropriate use of the Macedonian language.

The aim of the paper is to analyze the educational programs broadcasted on the local television stations in Bitola, from the point of view of the language uttered by the host so that it can be program whether the host uses the Macedonian modern language and if there is an influence of the dialect of the host, which can have a negative effect on the acquisition of the norms of the Macedonian language with the children in elementary schools. In the same time, through informal conversations with the editors of the television stations the real state of things will be presented, i.e. the insufficient presence of the educational programs on the air of these television stations and the reasons for that situation, as well

as the need of the existence of such programs in regards to the positive effects that they have for the development of the children in elementary schools.

2. Methodology of Research

For the purposes of the research aims, an analysis has been made of the educational program aired on the local television station "Orbis" in Bitola (Bitola is the second largest city in the Republic of Macedonia and is an important cultural and administrative center), "Kids' program", broadcasted in April 2010, so that the language of the host of this TV program can be analyzed from the point of view of that how much does the host take care of the standard language norm of the Macedonian language and if the Bitola dialect influences the language she uses in the program (This educational program is broadcasted on the day of the great Christian holiday Easter. Guests in the program are children in elementary schools who, together with the host, paint eggs for the purposes of the holiday as a custom related to Easter).

With the purpose to get an insight to the situation in regards to the presence of the educational programs in the TV schemes of the TV station "Orbis" and TV "Tera", as research means and instruments, an undirected interview and a questionnaire with additional questions has been used and realized with the editors in these two TV stations.

The contrastive analysis of the data from the research programs the importance of the usage of the standard language norm in the spoken language of the hosts, the importance that the educational programs have in the development of the student's persona, the difficulties the TV stations encounter in the process of broadcasting programs of this kind, as well as the directions which TV stations should follow in order to support the educational needs of the children in elementary schools. The gained results should serve for future research works of this kind.

3. Results, Analysis and Discussion

What follows are the results from the research and analysis and the discussion that arises from the insights from the research.

The analysis of the speech of the host program results, which, to a certain extent, are expected. Namely, in her speech, in regards to the standard language norm, characteristics specific to the Bitola dialect can be noted. The following dialectal characteristics peculiar for the Bitola dialect are noted:

In the Bitola dialect, it is a frequent occurrence for the verbs from the E-group to be pronounced as verbs from the I-group, as in the following example: *to eat: jadE -jadI*.

In this way, the differences between these two groups, the E and I group, are being left out.

Also, it is a frequent occurrence to use nouns from female gender that end on the suffix *-ara*. Namely, this suffix is from Serbian origin and the Macedonian equivalent is –

arnica, for example: *bookstore/bookshop: knižARA – knižARNICA*.

Hardening of the soft *H* can be noted: N, for example, *chicken: piliNa*, instead of *piliNJA*, and in regards to the numbers, a wrong pronunciation can be noted: two hundred: *dvestA*, instead of the proper *dvestE*.

The conjunction with Serbian origin is very frequently used: *taka da*, and very seldom is the Macedonian equivalent being used *taka što*. This occurrence is of massive proportions.

What can also be noted are expressions that are very specific for the geographical area like *and that was everything for today: I to beše sè za denes*, instead *I toa beše sè za denes*, and *we are all painted in our hands: site sme isfarbani vo racete* instead *site se bojadisani vo racete* etc.

On the account of the morphological characteristics, an interference between the short pronominal forms for direct and indirect object can be noted, for example: *I told them: mu rekov niv*, instead *im rekov nim*, and I told the woman: *mu rekov na ženata*, instead *i' rekov na ženata* which represents a serious break from the norm, and in terms of the syntax, wrong syntactical constructions that are not compliant with the norms of the Macedonian language can be noted.

From phonologic and phonetic point of view, in the speech of the host, the accent units are not taken into account and instead with me, inside you: *so mene, vo tebe* with the accent put on the preposition, constructions such as *so mene, vo tebe* appear with accent put separately on every word. This is a model taken from the Skopje area speech which a great number of speakers of the Macedonian language consider a prestige.

What can also be seen from the analysis is that the language of the host is influenced by the characteristics of the Bitola dialect. That can also influence the proper acquisition of the norms of the standard with the children in elementary school.

The undirected interview with the subjects involved took place on the account on several key questions. To be more concrete, several aspects of the problem were taken into consideration in respect of how much of educational programs there are in the broadcasting, if the production and editing teams responsible for these programs are competent to create the programs, how much, during the creation of the concept of the educational programs, a consideration is being made and consideration is being taken for the content of the present teaching plans and curricula that are meant for the students in the schools and if an account is being taken for the development characteristics of the students from elementary and high school education, as well as a response to the question if there are projects, grants and other institutional and individual initiatives for creating and broadcasting programs with educational character.

The talk with the editors of TV "Tera" and TV "Orbis" programs that even though the Council for Television and radio broadcasting monitors the broadcasts, these television houses do not feel ready for broadcasting programs that have

educational character and for involving adequate personnel from that area, comprising from pedagogues, psychologists, language instructors etc., because of the complexity of these programs, on one hand, that require top quality and there is no room for improvisations and mistakes, and the financial moment on the other hand. According to the editors on 2010 there have been three serials each containing 10 episodes broadcasted („My diary“: „Mojot spomenar“, „I know for five“: „Jas znam za pet“ and „Pegi show“: „Pegi šou“), but these serials have been realized as part of projects, with finances from the Council for Television and radio broadcasting and have a very important educational role and are of wider significance. It is significant that the serial „Pegi šou“ encompasses themes from ecological character that influence the development of the ecological awareness with children from elementary schools and that in this serial, actors from Bitola National Theater were involved, but, unfortunately, after the project finished, the taping and broadcasting of the programs also ended. Also, it is important to mention that in separate programs from these serials animated segments are present, with animator included, but according to the editors, it is a very complex and expensive project, and moreover the synchronization is especially expensive and complex. There is a language lecturer employed in the television station who takes care of the quality of the broadcasted programs (of the printed materials), and the staff is comprised of people who have a degree in journalistic studies and pedagogical faculty. Unfortunately, the instructor cannot influence the speech of the host, yet, his/her presence is of the utmost importance and value since he/she can point out to the mischiefs in regards to the standard language norm on every level of the language, with the sole purpose of future avoidance of negative effects for the children in elementary schools, for example, acquisition of mispronunciation of words and sounds, wrong models from foreign languages, etc. According to the editors, it is hard to find sponsors who could offer financial support for this kind of programs, so again the nonrentability of the educational programs is being mentioned, from the point of view of finances.

The analysis of the program of these television stations, available on their web-pages, programs that the situation from 2010 up to date does not program any significant change of the previous state. Namely, on the web-page of the TV „Orbis“ can be seen that there is only one program that has an educational character, „Child’s blog with Gagi“ („Detski blog so Gagi“), that airs content from different areas that contribute to the cognitive and socio-emotional development of the students. The web-page of TV „Tera“ programs that this television station has only one program with educational character, „Friends – pet program“: „Prijeteli – emisija za mileničinja“ but, even though it complies with the acquiring needs for children in elementary schools, it is not meant for them only but for the wider auditorium.

4. Conclusion

From the above stated, the conclusions impose themselves, in fact the role and importance of educational programs that are

broadcast on television to ensure optimum development of the personality of children of school age are large, and thus the proper expression of the leaders of these emissions is a prerequisite for properly adopting the norms of standard Macedonian language among the young population. In this sense, the current situation is alarming local television in Bitola indicating limited opportunities to broadcast educational programs in their schedules, primarily because of the serious and comprehensive approach is required to broadcast the educational program of any kind but also because of the need of funding and sponsorship that is very difficult to find, because as it was pointed out relevant people from local TV stations the non-rentability of the programs with educational character.

To improve this situation, the research shows that serious steps need to be undertaken by all concerned institutions and stakeholders in order to provide the necessary financial assistance and support projects that will promote the development of culture media by broadcasting educational programs television. In this regard, the relevant ministries have a key role, they need to promote educational programs in accordance with the significance they have for the personality development of young schoolchildren, and in accordance with the importance of these issues for the cultivation of standard Macedonian language and proper oral and written expression. The relevant ministries should stand behind the improvement of the quality of educational programs and their overall resources and potentials need to focus on providing the necessary preconditions for broadcasting this kind of shows, as well as improve the quality of existing broadcast in the schedules of local television or to provide separate television channels for this purpose.

5. Evaluated Necessities, Suggestions and Recommendations

The research programmed that the speech of the host, used in the analyzed program, programs the dialectal differences of the Bitola dialect, and even though it cannot be said that it complies with the norms of the standard language, yet, it is conclude that there is a need for careful and more serious approach from the part of the hosts towards the standard language norm. The hosts, especially those in programs meant for children in elementary school, need to avoid incorporating dialectal elements in their speech, because it is a matter of using the official Macedonian language in an official speaking and that is why it can influence negatively with children from this population, in the sense that following certain kind of language models from the program they are watching and the speech they are hearing, what can happen is that the meaning of the Macedonian language and its norms can be emphasized insufficiently, which can lead to developing of personas who will in future acquire and use words, sounds, constructions, etc., that are not in the norm of the standard Macedonian language and to personalities who will not take care for the language at all, nor for their own written and oral expression.

The research also programs that the real state in terms of the presence of the educational programs on these television stations, in last five years, do not comply with the needs and expectations of the children in elementary schools. The number of educational programs is almost insignificant, and it is widely known that the programs such as these have a positive influence on the development on the children in elementary schools, in a way that they enrich their knowledge, have an educational influence and hypes and optimizes the cognitive as well as the socio-emotional development of young people.

The need for separate frequencies for broadcasting educational programs with various educational contents in TV stations is more than obvious. Provisions of TV stations need to stipulate that educational programs will relate to individual programs or completely separate TV channel. Given the implication of the editors of the critical situation in terms of funding, it is of the utmost importance for the the Government of the Republic Macedonia to contribute in this field in order to improve the quality of emission with educational character, of student achievement, and the quality of education in general. Following the example of services for school programs that exist in the developed countries and that broadcast for primary and secondary schools, special education television channel would offer content, which, of course, would be compatible with the curriculum at one or more subjects.

The need for a special television channel that broadcasts programs related to correct use of standard Macedonian language is also more obvious. This will increase awareness of the need for fostering the Macedonian language, a symbol of our cultural and national identity. In these programs can respond directly to the phenomena of our daily speech practice, which is essential for keeping the national spirit of the language, and this in turn is a sign of cultural distinction and a special interest in the development and afirmacija Macedonian. Today, it is nearly impossible to imagine a sophisticated person who does not know well enough their own language. All those who in their daily practice are using the standard language have an obligation to care for it. What is especially important is their awareness of the need for nurturing the Macedonian language, since without such awareness is hard to achieve the goal, namely the contribution to improve the speech of students, enrich their vocabulary and so on.

References

- [1] "About ABC TV Education", Dec. 10, 2014. [Online]. Available: <http://www.abc.net.au/tveducation/>. [Accessed: Mar. 12, 2015]
- [2] B. Džordžević, "Pretpostavke za uspešne komunikacije i primena medija u suvremenoj nastavi", In Proceedings of the Conference: Komunikacija i mediji u savremenoj nastavi, Učiteljski fakultet u Jagodini, 2004.
- [3] B. Koneski, Gramatika na makedonskiot literaturni jazik, Prosvetno delo, Detska radost, (fototipsko izdanie), Skopje, 2004.
- [4] L. Bognar, M. Matijević, Didaktika, Školska knjiga, Zagreb, 1993.
- [5] M. Danilović, Tehnologija učenja i nastave, Institut za pedagoška istraživanja, Beograd, 1998.
- [6] M. Vilotijević, Didaktika II, Naučna knjiga, Beograd, 1999.
- [7] S. Bojkoska, Makedonski jazik za srednoto obrazovanie, Prosvetno delo, Skopje, 2001.
- [8] "TV shows" on TV "Orbis", Mar. 14, 2015. [Online]. Available: http://tvorbis.com.mk/?page_id=149. [Accessed: Mar. 14, 2015].
- [9] "TV shows" on TV "Tera", Mar. 14, 2015. [Online]. Available: <http://www.tera.mk/index.php/programa/emisii>. [Accessed: Mar. 14, 2015].

Author Profile



Violeta Janusheva – PhD in Philological Science, works at the Faculty of Education – University "Sv. Kliment Ohridski" in Bitola, as an assistant professor. Her research interest is the Modern Macedonian Language, especially the semantic theory of the verb aspect in Macedonian Language and the assessment and evaluation of students' achievements.



Milena Pejchinovska – PhD, works at the faculty of Education – University "Sv. Kliment Ohridski" in Bitola, as an assistant for natural and social sciences and teaching methods courses. Her research interest is in the field of Teaching Methods Pedagogy, with emphases to methods and strategies of learning and teaching in elementary classroom and the assessment and evaluation of students' achievements.



Bisera Kostadinovska, MA, is an English language lecturer at the Faculty of Education in Bitola, at the department of English language and literature. She teaches practical courses in Theoretical and Applied linguistics, Semantics of the English language, Modern English language courses, Introduction to Anglo-American culture and history, Introduction to English language and history. Her field of research is Applied linguistics with an emphasis on English Lexicology and Cognitive linguistics as well as practical teaching courses for the students who are profiling themselves as Teachers of EFL.