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IMAGE: ACROPOLIS OF ATHENS, UNESCO WORLD HERITAGE

They were leaders in building the early foundation of modern programming and unveiled the structure of DNA Their work inspired environmental movements and led to the discovery of new genes They've gone to space and back taught us about the natural world dug up the earth and discovered the origins of our species They broke the sound barrier and gender barriers along the way The world of research wouldn't be the same without the pioneering efforts of famous research works made by these women Be inspired by these explorers and early adopters- the women in research who helped to shape our society We invite you to sit with their stories and enter new areas of understanding This list is by no means a complete record of women to whom we are indebted for their research work but here are of history's greatest research contributions made by...

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Research papers and articles

An Active Teaching Learning Process – ATLP Working with Humans, from Humans – the true Role of the Teacher, the Success of the Learner

Giancarlo De Agostini

ABSTRACT

A series of didactical techniques are presented to the possibility of preparing active classes and online lessons. The intention is not to evaluate this proposal against others, but to present a solution that has resulted in the preparation of excellent academic and human teachers, in the past and with recent experiences. The teachers will be able to incorporate sound pedagogical techniques to their face-to-face or virtual classes. Some of the techniques are: lesson planning, class start, question formulation, response processing, examples´ management, concepts´ teaching, problem solving and class closing.

Keywords: classes, lessons, teacher's behavior, online, techniques, didactic.

Classification: FOR CODE: 1303

Language: English

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Keywords: classes, lessons, teacher's behavior, online, techniques, didactic.

I. INTRODUCTION

In this document we start from the consideration that a class, module or academic event, whether face-to-face or online, or any other modality, should lead the student towards active learning, allowing him to find solutions to problems, both academic and professional or every day, allowing him to learn from success and error, investigating, discovering new situations and developing, as far as possible, his own concepts, in order to form him integrally, generating positive effects in his personal professional life, in other words, to be the protagonist of his own learning.

An active protagonism in the process of learning by doing, and not by listening to monologues of wise teachers is what students need; and the teacher, in addition to his knowledge of the subject, must know, learn and master very well, effective didactic techniques to develop active educational events, in which the student is the active protagonist in the acquisition of competences for his personal and professional life.

In short, we must support teachers, authors of face-to-face or online classes, to design and implement them technically, more effectively, applying quality criteria at the different levels of the process of content production and collaborative activities of the subject. The teacher will become a facilitator of stimuli for students to analyze, evaluate, synthesize and apply the knowledge developed and acquired.

Finally, the teacher must become a true facilitator or mentor of learning, instead of a mere distributor of repositories, knowing the needs, frustrations and successes of their students, thus achieving that humans work with and for humans, transmitting joy in educating and thus contributing to reducing school dropout of students.

Lessons developed with an active methodology will be very interactive, motivating and creative, in contrast to lessons in which the appropriate didactic techniques have not been applied.

We do not intend to evaluate the methodology and techniques suggested in this document with others; we wish to make the author of lessons aware of the need to systematize the process of lesson authoring and describe a methodology for lesson design, which produced highly positive and observable results with students and teachers in other experiences.

We wish that the teacher will be able to incorporate several pedagogical techniques, gradually, to his face-to-face or virtual classes,

verifying progress, according to the indicators presented in the document.

The central part of the work is the methodological aspect in which real classroom activities can be developed leading to the design and implementation of lessons, incorporating various instructional techniques implemented and tested in the various subjects. These have been successfully used in traditional classroom environments, as has been the author's experience at the USB in similar workshops (1975-1985) and at ITALSIEL in Rome, Italy, as well as other successful experiences with teachers in Ecuadorian schools and universities, such as at the CVI, FLACSO, IAEN, UASB, among others.

II.   PREFACE

The novelty of the work focuses on translating these experiences into a classroom laboratory in homogeneous and related activities, in addition to extrapolating them to the field of online lessons.

The techniques for implementing the lessons used in educational platforms are transparent to the authoring system or language; past examples of these have been developed with interactive CDs only for demonstration with the IDEA authoring system (EPSON).

In conjunction with this work, another project was developed which consists of an authoring system called VP (Virtual Professor) incorporating the methodology and techniques presented in this work, as well as the desirable characteristics of a course authoring system with multimedia environment, the "metaverse" and artificial intelligence, to arrive at the "virtual intelligent professor" (VIP), an intelligent authoring system to be developed with advanced technologies and Artificial Intelligence - AI.

! The only   CONSTANT   must be CHANGE ¡

After the industrial, information and technological eras, we are now facing the era of knowledge, in which both "industry" and "technology" work together to develop the generation and transmission of knowledge.

This irreversible reality will have consequences of unsuspected dimensions in all areas of human endeavor, both in the advances of artificial intelligence and the so-called "metaverse", without forgetting education, on which it will exert changes in the contents and learning processes, demanding from both the "teacher" and the "student" a greater quantity and quality of work, through the use of the so-called latest generation tools.

Of course, the solution does not lie in the mere fact of acquiring a large number of computers and disseminating them throughout the country, rather, the emphasis should be on the educational policies and strategies to be implemented, the preparation of teachers, the optimal management of resources, the renewal of programs, the updating of methodologies and others (the list is extensive). Undoubtedly, the computer is a key element for education and the preparation of an informatized society, but it must be used intelligently, together with other technological

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resources, to achieve positive changes in the knowledge revolution.

Almost 60 years ago (1965) Isaac Asimov wrote, among other things, that by the beginning of the millennium, an increasing number of people will have to interact with computers, which is why programming languages will be taught from the first years of schooling, personalized instruction will be massified through computers, and direct student-teacher contact education will be limited, particularly for young people with special disabilities and geniuses.

Currently, due to the rapid evolution of electronics with its processes of micro miniaturization of circuits, the very high speed of these, their reduced energy consumption to operate, continuous work without failures and the fall in prices, have made it possible for a large majority to acquire the microcomputer tool.

The problem lies not so much in how to buy it but in how to use it, both by teachers and students, to produce benefits towards a better organization and greater production in this era of knowledge.

With the explosion of science and technology, advances in technological products for the support of education have not been lacking today; with the appearance of Audiovisual Media in the sixties, the arrival of Mini and Microcomputers in the late seventies and eighties, and the emergence from the nineties to the present of Multimedia, and even more so in the current decade with the contribution of AI, education has always had the hope of finding more effective ways to transmit knowledge.

It is evident that technology "per se" has not helped to solve the many educational problems that still exist, nor has it improved computer-based Internet instruction, although it has facilitated and massified it; something more is needed, and this is an active, truly interactive methodology for the design and facilitation of lessons online, face-to-face or in any modality.

Reviewing lessons designed for computers, even by famous computer companies in the past, they still need to improve in instructional elements, but not necessarily in content; it is indispensable

to follow an appropriate methodology for a quality design, which will result in the reduction of production costs of lessons, editable at any time, thus offering a greater viability to its users.

It is impossible to become an expert in designing online events with only one or two preparation courses as many educational institutions market today; it is needed at least four or five courses. An excellent example of a quality program is that of the University of Wisconsin at Madison with their "Professional Certificate in Distance Education".

If these technologies such as audiovisual, multimedia, microcomputers and interactive online resources had been used, not with a commercial criterion, but based on the needs of the learner as the center of the teaching-learning process, the results would be different. For this reason, it is essential to take advantage, nowadays, of the interaction capacity of computers together with the versatility and interconnectivity of multimedia for networking with online course management systems, relying on a methodology and the use of appropriate techniques to make the best use of these media. Remember, where there are networks, there is life.

The central aspect of a course to elaborate more effective lessons should be a workshop with a laboratory, where different techniques are introduced to practice them with video recording.

Advances in electronics and computing have allowed the development of increasingly powerful authoring and management systems; with the future development of artificial intelligence in the specific subjects of expert systems, metaverse and neural networks, advances in authoring systems will be a fact, allowing the development of increasingly intelligent lessons with new ICT tools. The intelligent virtual teacher will be a reality, undoubtedly, teachers will need a methodology according to future advances.

Next, the various items will be developed, one for each technique, the minimum necessary to develop an active class. In each session you will find the theoretical development of the technique to evaluate it, to be applied in the classroom.

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III.   LESSON PLANNING

Every activity, from the construction of a house to the preparation of a lesson must be planned with precision; this is an "engineered" and systematic process, where all the steps are described and documented in detail, from the general to the specific, for the achievement of a complete and successful learning, where every action has been duly thought out and justified. All these activities must be planned to generate success in the learner, towards his own knowledge. What do I want him to learn? What message do I want to convey? What actions should he perform? How will the student self-evaluate?

It is common to find the following types of lessons:

- Lessons planned in the past that continue to be used, without updating.
- Lessons that are improvised, devoid of any planning.
- Lessons that only emphasize the content, forgetting the process.
- Lessons that do not verify if they achieve learning and therefore the designers (teachers) do not know the goodness of the methods they use.
- Lesson designers who plan, but do not know if the problems they encounter in the teaching-learning process are due to deficiencies in planning or lack of skill in execution.
- Teachers who sometimes make their students feel very motivated in their lessons, without being prepared to keep their students' attention during the rest of the teaching-learning process.

There is, in most of these cases, a gap between what is to be achieved, what is achieved, what is done to achieve it, and how the learning is assessed.

It is necessary for the teacher - lesson designer, who wants to achieve learning, to ask at least the following questions:

- What learning is to be achieved?
- What is going to be done to achieve it?
- How do we know if it was achieved?

IV.   BEGINNING OF THE CLASS

Every beginning should be interesting: doubts are cleared up, objectives are clarified, motivation is provided, orientation is given, connections are made with previous experiences, among a number of other activities at the beginning of an important learning process.

The first minutes of a lesson or of any educational experience determine, to a great extent, its outcome, due to the phenomena that influences the student's perception. What a person perceives is largely determined by the presentation received, the stimulus and the cultural and life context. This is a great reality; it is said that the first impression is worth a lot. Thus, the beginning of the opening experience of a teaching-learning process is crucial for its success. It must be motivating, impacting, interesting and exciting.

Among several aspects we should consider the following indicators: it has to generate trust through an effective and respectful relationship, offer security, motivate by providing interest, present learning objectives, pay attention to students´ needs, avoid verbal violence, work with the experiential field of the students, present current events, etc.

V.   QUESTION FORMULATION

Well used, the question is one of the great pedagogical resources available to the teacher (designer of his subject) to energize his lessons through the various resources available on the educational platform and on the Web for the development of an appropriate interaction with the student in person or online, in order to achieve their participation and comprehensive learning. It is also necessary to clarify to the students that they can ask any questions. Let us remember that in every question two essential elements must be considered: FUNCTION and FORM.

The function oriented towards what the teacher wants to achieve with the question (what is the purpose of the question?). The form is the way the teacher formulates the question (How does the

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teacher ask it?). The form of the question must always be subordinate to the function. Once the function has been determined, the teacher chooses the most appropriate way (form) to formulate it.

Some indicators of an adequate formulation of questions: it has a purpose, it formulates them clearly verifying previous experiences and knowledge, it offers them with increasing difficulty offering reasonable time for the answer, and it evaluates results verifying learning.

VI. RESPONSE PROCESSING

The highest level teacher is not the one who "covers" all the subject matter, but the one who uncovers part of it to his students, and in the process of doing so teaches them to think and apply knowledge to new situations: he cultivates in them the ability to "learn to learn". It is precisely this that the teacher-designer must induce in his students, through the class.

The teacher must be very aware of certain types of responses from his students in order to know how to process them. Some possible types of responses from students might be:

- Monosyllabic or brief responses (Yes, no, maybe, etc.).
- The student states that does not know.
- Vague or incomplete answers.
- Incorrect answers.
- Satisfactory answers.

Some indicators: promotes analysis and synthesis, asks for justification, analyzes the essential elements of an incorrect answer and those of a correct one, among several others.

VII. USE OF EXAMPLES

Many times in a class, useless efforts are made to get students to understand a concept, a principle or a generalization. Often there is a communication problem in these cases: either the students' experiential field has not been reached or their experiential field is not rich enough to give meaning to what the lesson is trying to communicate.

One of the didactic resources to solve this situation is the adequate use of examples. A good example serves as a bridge between the student's experiential field and the concept that is being incorporated into that field; the elements of the known situation serve as a handle for the student to understand the unfamiliarity of the new situation. The examples can be presented following three patterns known to teachers: induction, deduction and contraposition.

Proposed indicators: meaningful examples were used, drawing on the students' experiential area, a principle is stated, contradictory examples are used, induction and deduction patterns are used.

VIII. TEACHING CONCEPTS

It is essential to guide the teacher-author of a class in the planning and design of lessons related to the development of concepts for a basic teaching module, which can be supported by the use of appropriate examples.

It is important to point out that when talking about concept development or teaching, it should be kept in mind that a concept can be learned through the procedure of contrast practice. This is a process that represents a common property of objects or facts and that in turn allows the elements to be divided into categories.

Another important aspect about the "Teaching of Concepts" is the fact that a great part of formal education, as well as non-formal education, consists of learning concepts. However, we must not forget that not all concepts are developed in the same way, and that is where the teacher must be careful in the design of his educational event, in order to induce students in hierarchization and categorization.

For example, the concepts that are more easily formed are those that have object-like characteristics, as opposed to those that present more abstract relationships of form, function or number, such as mathematical ones.

Some teachers are astonished when, at the end of the lesson, they find that the vast majority of students are unclear about important concepts.

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Others find themselves in a situation where they cannot communicate with their students when they try to introduce a new concept used in class.

Among the most common causes of such facts we can mention the following: teachers, when teaching concepts, do not resort to the students' experience (experiential field), do not motivate them, introduce many concepts at the same time, are not clear and orderly, do not rely on the use of examples and do not know whether the students have understood the activity.

Then, the teacher must try to maintain a dynamic attitude during the process of "Teaching Concepts" (in his students) throughout the class and thus avoid monotony; it is necessary to vary the difficulty and make the student develop the concept, this last aspect being very important.

For the student to develop an adequate approach to the concept, we suggest that:

(1) Ideally, the teacher should not give the concepts already "done" to the students. (2) The student himself should produce and formulate the concepts from his own experience or an adequate use of examples. (3) Taught in this way, the concept will acquire greater duration, meaning and depth, and the student will feel that the knowledge is more his own and that it belongs to him. He/she will have apprehended it and will work on it and apply it with more strength and motivation, generating a very high self-esteem.

The following are some useful indicators for teaching concepts: a motivating environment should be generated, concepts should be developed gradually with increasing difficulty and should be offered adequate time for students to work on them and learn their applicability.

IX. PROBLEM SOLVING

The solution of a problem can be defined as the planned attack to a difficulty or doubt, with the purpose of finding a satisfactory solution to the proposed problem.

If it is assumed that a problem exists when there is a difference between a given initial situation and an expected final situation, each of the phases of the teaching-learning process can be considered as particular cases of problem solving, where teachers and students implement plans and strategies to bridge the differences or remove the obstacles between the given and expected conditions, situation that ultimately is nothing more than the achievement of learning.

This means that the success of the modules of an interactive class will depend to a great extent on the behavior that the teacher, as a problem-solving guide, assumes throughout the lesson, in each of the phases or techniques used in the teaching-learning process in his or her class.

In effect, the teacher must assume the instruction as a challenge, where in the different phases will be using convenient action plans, in order to achieve the learning objectives.

The design of strategies in the classroom for the student to solve problems involves a decision-making process, which the teacher, in this case, executes in a planned and systematic way towards the achievement of the goal.

Understanding the problem implies an analysis, understanding the objective to be achieved (the desired or expected condition) and understanding the elements of the problem. The latter will make it possible to recognize the means available to solve the problem, as well as the missing and irrelevant elements.

Based on the understanding of the problem, a plan of action (hypothesis formulation) is generated, which may involve a set of solution alternatives, with two or more alternatives to be considered.

The development phase of a given alternative, which theoretically appears to be the most viable, involves a set of activities aimed at achieving the proposed objective (desired condition), such as review of existing documentation, among other activities.

Verification of the solution means that the teacher must ensure, through an evaluative process within the class, whether the student reached the

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solution to the problem, whether the teachers motivated the students, or whether they managed to formulate appropriate questions, or whether they used relevant examples to the contents and level of the students, or whether the techniques used for the development of concepts were effective and whether the students achieved learning.

By constantly applying the "scientific method", from preschool, through elementary school, high school, university, etc., to professional activity, the students will definitely internalize the habit of solving problems, as the essence of life itself. Let's remember: every problem has at least "a solution".

And now, some indicators: the problem has been identified and understanding is verified, a hypothesis has been formulated towards a verifiable solution alternative.

X. CLOSING

Every person has the tendency to complete ideas and form "logical wholes". Learning is facilitated by organizing experiences into related "wholes". Every process must have a beginning and an end, evidencing a close relationship between the two.

Learning is a process, or more precisely, a set of processes that have a beginning and an end. During the development of a learning act, several different processes are involved, which can be analyzed and broken down into phases, each of which performs a different type of activity. These processes can occur in sequence, but also two or more of them occur simultaneously.

The closing is closely related to the beginning, since it sets out the objectives to be achieved during the teaching-learning process; therefore, the "closing" constitutes the evaluation of the proposed objectives achieved and the relevant contents of the subject in question.

The summary of the subject matter covered in class and of conclusions by the students favors meta-cognition, prioritizing contents. Additionally, the teacher can have reflective questions for the students such as the most

difficult or easiest part of the class and why; additionally, allow them to participate with questioning, as well, generating action and activity in the students.

Another important aspect of this technique is that the lesson provides a "closure" so that the student, after the whole teaching-learning process, reaches a conclusion of the objectives set at the beginning phase through summaries of the main ideas, indicating relationships between ideas and examining possible practical applications to what has been learned. The lesson prepared by the teacher can present exercises that complement the topic so that the student is the one who reaches the conclusion.

Some indicators: was there a formative or summative evaluation of the learning process, did the students make a summary or reached a conclusion, have they formulated the applicability of what was learned, among other closing activities of a class.

XI. CONCLUSION

Over the years, the application of didactic techniques has shown the production of very sound academic human active classes to the benefit of students and teachers, as well. The techniques promote very interesting activities, such as multi directional communication, group interchange, case studies, concepts acquisition, situational analysis, synthesis production, creative thinking, among other cognitive production results.

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The Fourth Revolution and the Needed Reinvention of Library Business

Marcos Galindo & Arabelly Ascoli

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ABSTRACT

Objective: Discuss the reinvention of Librarianship in the context of the fourth revolution.

Methods: The study was characterized as descriptive and used literature review, bibliographic and documentary analysis as methods.

Results: It presents an overview of the fourth revolution, promoted by digital technologies, and its impact on the world of work. It observes that, given the increasing ease of access to the internet, libraries are sharing their space as a provider of information sources and verifies the persistence of the librarian's technical profile. It discusses the disconnect between higher education and the current and potential demands of the contemporary librarian's job market in Brazil.

Keywords: future of the library. tendencies for librarianship. fourth revolution. librarian.

Classification: LCC: Z665   -Z720

Language: English

The Fourth Revolution and the Needed Reinvention of Library Business

The Fourth Revolution and the Necessary Reinvention of Library Science

Marcos Galindo[α] & Arabelly Ascoli[σ]

SUMMARY

Objective: To discuss the reinvention of Librarianship in the context of the fourth revolution.

Method: The study was characterized as descriptive and used as methods the literature review, bibliographic and documental analysis.

Results: It presents an overview of the fourth revolution, promoted by digital technologies, and its impacts on the world of work. It notes that, given the increasing ease of access to the internet, libraries are dividing their space as providers of information sources and verifies the persistence of the librarian's technical profile. Discusses the disconnect between higher education and the current and potential demands of the contemporary librarian job market in Brazil.

Conclusions: It is recommended to rethink undergraduate teaching in Librarianship and to promote continuous learning so that librarians develop and update informational and technological skills.

Keywords: future of the library. tendencies for librarianship. fourth revolution. librarian.

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Objective: Discuss the reinvention of Librarianship in the context of the fourth revolution.

Methods: The study was characterized as descriptive and used literature review, bibliographic and documentary analysis as methods.

Results: It presents an overview of the fourth revolution, promoted by digital technologies, and its impact on the world of work. It observes that, given the increasing ease of access to the internet, libraries are sharing their space as a provider of information sources and verifies the persistence of the librarian's technical profile. It discusses the disconnect between higher education and the current and potential demands of the contemporary librarian's job market in Brazil.

Conclusions: It is recommended to rethink teaching in undergraduate librarianship and to promote continued learning so that librarians develop and update informational and technological skills.

I. INTRODUCTION

Certainly touched by the *zieidgeist* [1] that dominated the thinking of intellectuals and fiction

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[1] The Zeitgeist, a German term whose translation means spirit of the age or sign of the times, or in better form "spirit of the times", means, in short, the set of the intellectual, sociological and cultural climate of a small region to the whole world. at a certain time in history, or the generic characteristics of a certain period of time. Hermann Joseph Hiery : Zur Einleitung : Der Historiker und der Zeitgeist. http://www.uni-bayreuth.de/departments/neueste/ZeitgeistEinleitung.htm

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writers at the end of the 19th century, Octave Uzane [2], defended, in the most famous of his essays, that, by the designation of 'book', considering those countless collections of paper, printed, sewn and bound in a cover announcing the title of the work, he had to say that: " *no I believe, and modern mechanism forbids me to believe, that Gutenberg's invention can present itself in another way, before sooner or later it disappears as a means of current interpretation of our mental products"* . (UZANNE, 1894)

Inspired by the inventions of Thomas Edson " *The Wizard of Menlo Park* " and Nicolas Tesla, Uzane wrote *The End* Essay *of Books* , which circulated in the July-December 1894 issue of Scribner's Magazine, in which he spoke about the technology of his time and the social aspirations that, in many ways, demanded the creation of efficient and more productive systems for the transmission of knowledge . Uzane speculated supported by strong arguments about the use of technologies developed by Edson and Tesla, especially the 1877 phonograph, whose possibilities aroused the interest of the writer. Uzane 's predictions , it seems, only came to make full sense in the early 2000s, when former MTV VJ Adam Curry started transmitting *podcast applications on the web* [3]where audio content was accessible on devices with internet access.

The theme of the permanence or future of books and libraries has been the object of recurrent fervent debates, whether in fictional works or in works of scientific prediction. In October 2013, MG Siegler published the post " *The end of the library* " [4]in which he argued whether "would libraries continue to exist in the future?" The post provoked a strong reaction from librarians in the form of a "storm of emails, messages, tweets and angry comments", as if the idea was so nefarious that it could not be articulated. Regarding the reason for the reaction to the aforementioned post, the author asks himself: if not he who was a librarian, who would have 'permission' to reflect on the phenomenon? This reaction is part of a phenomenon observable in library corporations around the world, which fortunately loses its force in the face of facts.

The fact is, public libraries that have served generations around the world are closing their doors by the thousands, baffling librarians and educators alike. In this article we will explore a little of this phenomenon, trying to trace a historical line to try to understand the roots and their causal elements.

The development of digital technologies and the ease of access to various types of content on the internet seem, in fact, to be weakening the basis of the millennial power of the object book, specifically that material book, a physical industrial product. This phenomenon has had an energetic impact on the depletion of the social function and, consequently, on the closure of libraries reported globally. [5]The librarian's craft, in turn, has been questioned many times throughout its existence. The redesign of its function and the challenge of adaptation that guarantees its permanence in the future of humanity, has never been so necessary as it is today.

It is not the first time that the permanence of the book, in its traditional format, has been called into question . At the end of the 19th century, the French journalist and bibliophile Octave Uzanne – strongly influenced by the French fiction school

[2] UZANNE, Octave "The End of Books", in *Scribner's Magazine* , Vol. 16 (July–December 1894), 221–231. Accessed on: 23.03.2023. Available at https:// publicdomainreview.org/collection/octave-uzannes-the-end-of-books-1894

[3] The term *Podcast* is a portmanteau of iPod (Apple's audio device) and *broadcast* (which is the distribution of radio or TV content).

[4]https://techcrunch.com/2013/10/13/the-end-of-the-library/

[5] Research points to 'massive growth' in the consumption of e-books and audiobooks. PUBLISHNEWS+, LEONARDO NETO, 06/25/2021 'Digital Consumer book Barometer ', carried out by Bookwire and consultant Rüdiger Wischenbart analyzed sales of editorial content in digital formats in German-speaking countries, Italy, Canada, Mexico, Spain and Brazil. Available at: https:// www.publish news.com.br/materias/2021/06/25/pesquisa-aponta-c rescimento-macico-do-consumo-de-e-books-e-audioliv ros

at the end of the century, as well as by the technological advances of his time, especially those carried out by Thomas Edison in the United States – prophesied the disappearance of this support in his visionary work "The end of books" (GALINDO; LIMA, 2018).

More than a century before the invention of digital players and audiobooks, Uzanne wrote a story inspired by advances in phonographic technology, imagining how the printed book could disappear (UZANE: 1897). The technological innovation that would replace the book refers to what is now known as an audiobook, the materialization of one of the author's predictions. Uzanne anticipates in her essay the emergence of 20th century visual culture marked by the evolution of photography, audio, cinema, television and the internet. The reconfiguration of an ambience where hypermedia in its multiple forms start to flood everyday life.
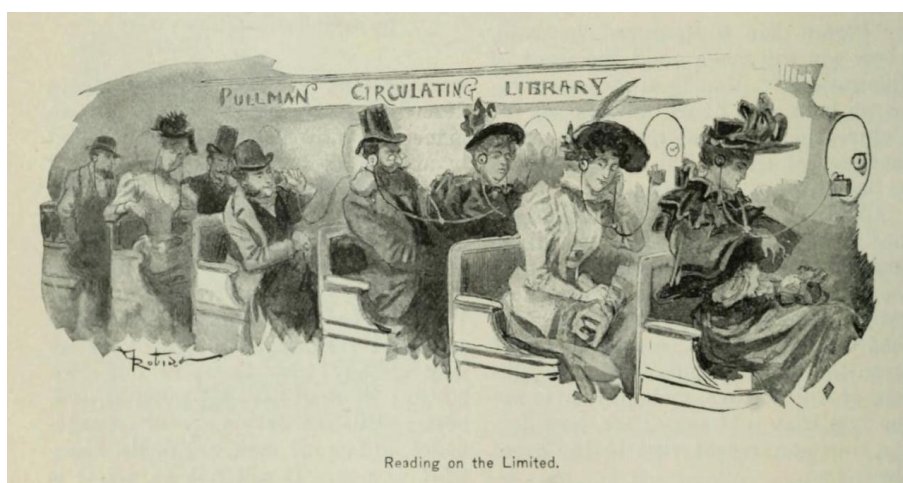

Figure 1: Circulating library of phonographed works. Source: Illustration by Albert Robida for The end of the books. Uzanne (1897).

In *Don't count on the end of the book,* against the grain of history, Umberto Eco bet wrong and fired: *"The book is like the spoon, the hammer, the wheel or the scissors. Once invented, they cannot be improved."* Admittedly in love with the traditional object, printed on paper, they risk guesses about the effects of the technological revolution on literature and the profusion of new supports for the book and reading.

The traditional book format has many advocates. In 2010, Umberto Eco and Jean-Claude Carrière , in "Do not count on the end of the book", defend this artifact by enumerating its benefits, such as not depending on electricity and being portable, and pointing out drawbacks of the digital version, such as technological obsolescence: "We are still able to read a text printed five centuries ago. But we are unable to read, we can no longer see, an electronic cassette or a CD-ROM that is only a few years old". (ECO; CARRIÈRE, 2010, p. 24) The arguments listed by Eco and Carrière are shallow and evidently inspired by a common sense that is not supported by evidence. The text is prejudiced, cortical and flagrantly in contrast to the critical capacity and erudition of the authors. In the text extracted from conversations conducted by the French journalist Jean-Philippe de Tonnac , who chose the easy path of polemics, avoiding the essence of the problem that the theme poses. In this case, contrary to what the text seems to defend, it is not a choice, but an evolutionary process of the instruments for registering and disseminating knowledge.

However, the approach that opposes the forms of technology in a Manichaean confrontation is simplistic, leading to an unproductive discussion. On the other hand, for the evolutionary understanding of the book instrument and libraries as tools for expanding the social intellect, it is interesting to undertake a predictive analysis.

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Analysis that must consider the circumstances and conjunctures available and present, among the many possibilities, future paths that lead to the evolution of the book, and, consequently, of libraries.

The fourth revolution, marked by the growing volume of transformations in the ways of producing and accessing information, driven by the development of digital technologies, requires the innovation of orthodox services and products currently offered by the traditional library. According to the bibliographic review undertaken by Jesus and Cunha (2019a), research on the library of the future observed that the transition from physical to digital would be the greatest consequence of technological advancement. However, this transition did not happen at the expected speed and, therefore, has not yet been fully implemented, with library collections currently being much more hybrid than exclusively digital.

Even if at some point the physical collections of libraries are converted into digital ones, if the next generations fully adapt to *e-books* and these replace physical books, how will these huge digital collections be managed? How will publishers' contracts allow or restrict access to readers? These initial questions show that digital technology alone will not solve the limitations of analogue supports and that much still needs to be built to develop solutions to the new problems posed.

Librarians need to be part of the group of professionals who will take the lead in this construction, observing the skills needed for this. In this sense, this article sought to discuss the reinvention of Librarianship in the context of the fourth revolution. The study was characterized as descriptive and used as methods the literature review, bibliographic and documental analysis.

II. THE FOURTH REVOLUTION AND THE FUTURE OF PROFESSIONS

The future has always been a concern for humanity and the subject of studies, books and films constructed with the observation of more or less realistic and/or creative tendencies, depending on the purpose of the creations. One of the authors who inaugurated futurism Alvin Toffler , in his *bestseller "The Third Wave "* , launched in 1980, made a visionary prediction of what would become society in the 21st century, in which information, knowledge and technology would be the essential elements of the economy. Although the work was received by the public as fiction, many of the author's predictions came true (GALINDO; LIMA, 2018).

For Toffler , the first wave of disruptive technology would have been the invention of agriculture, the second, industrialization, and the third, the information wave. (GALINDO; LIMA, 2018), These waves correspond to the Neolithic Revolution and the three Industrial Revolutions – the first marked by the use of water and steam energy to mechanize production, the second by the use of electricity for mass production, the third by the use of electronics and information technology to automate production.

Klaus Schwab , engineer and economist founder of the *World Economic Forum* , considered that his contemporaries were experiencing a fourth industrial revolution: the digital revolution characterized "by a fusion of technologies that is blurring the lines between the physical, digital and biological spheres" (SCHWAB, 2015).

Schwab (2015) argues that the new evolutionary cycle of technology configures a revolution, and not an extension of the previous one, thanks to elements such as the historically unprecedented speed of current discoveries and the breadth and disruptive impact of changes in entire systems of production , management and governance. Schwab highlighted the unlimited possibilities of billions of people connected by mobile devices with high processing power, storage and access to knowledge and reflected on the opportunities and challenges that the revolution was promoting at the time in the personal, social, governmental, economic and commercial spheres (SCHWAB, 2015).

However, a quarter of a century before Schwab , the cognitive scientist and important name of the

Open Access movement, Steven Harnad , already predicted the outbreak of a fourth revolution in the field of scientific communication. For him there would have been three revolutions during the evolution of human communication and cognition – language, writing and printing – and that, in the early 1990s, society was on the threshold of a fourth revolution (HARNAD, 1991). Harnad 's predictions seemed to back up advances made by British physicist, computer scientist Tim Berners-Lee, with the creation of the World Wide Web between 1989 and 1990, and Robert Cailliau who first mediated successful communication between a client HTTP and the server over the internet.

The fact is that, since the beginning of humanity, with the development of language, the emergence of symbolic thinking and speech-mediated communication, *Sapiens Sapiens* became the only species to transmit culture through words, thus managing to conserve stocks from memory. Later, with writing, it became possible to codify the products of the mind with systemic reliability, to preserve and transmit symbolically structured contents in languages of wide diffusion power. Printing made it possible to create and distribute texts widely and quickly. Harnad (1991) explains that he considers only these three advents as revolutionary because he believes that only they had a qualitative effect on the disruption in the ways in which humanity thinks and expresses its senses. The other technological developments would only be a quantitative refinement of writing.

The condition for the emergence of the fourth revolution would be the development of the then recent Internet. Harnad (1990, 1991) visualized the potential of the network to make scientific communication more efficient and interactive, naming this new medium *"scholarly skywriting"* :

> the *skywriting* promises to restore the speed of scholarly communication to a rate much closer to the speed we think it is, while adding a global scope and interactive dimension unprecedented in human communication, all driven through the discipline of the written

medium, monitored by peer review and permanently archived for future reference. [...] the possibility of a transition in the evolution of knowledge, in which we will free ourselves from the terrestrial inertia that has burdened human research until now, finally rising to the sky speeds to which our minds were organically destined (HARNAD, 1991)

The author considers that the revolution had not yet occurred at that time due to some obstacles, such as the belief that the internet was not an adequate medium for serious academic communication, the secular habits of the academic community adapted to paper publications, the interests of publishers , the unfriendly interface of computers at the time, an excess of electronic waste and questions about text quality, plagiarism and copyright (HARNAD, 1990, 1991). Some of these obstacles have been overcome and, even if others have not yet been overcome, academic communication has indeed been profoundly modified with the internet and other digital technologies.

At the end of 2019, the world was surprised by the COVID-19 pandemic. Faced with the need for social isolation, adopted in most countries as it proves to be the most effective way to contain the virus, the use of technology has become, more than ever, imperative. Perhaps this pandemic was the main historical marker of the fourth revolution, since, in a short period of time, different types of services had to adapt to the digital context at the risk of perishing - which in fact occurred with many activities that were unable to give the technological leap.

All previous revolutions promoted major transformations in people's way of life, with, naturally, the world of work being one of the most impacted social circuits. Likewise, the fourth revolution has also caused impacts, transforming, extinguishing and creating professions, so the future of professions has been a widely discussed subject.

In 1996, Jeremy Rifkin , describing in *"The end of work "* the effects of the Post-Industrial Era, already predicted that the new economy of the Information Society would impose a decrease in

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the levels of employment in the industrial activity due to the emergence of the tertiary sector and greater efficiency of the industrial processes that started to use the technology of the information and robotic resources in the production cycle of consumer goods (GALINDO; LIMA, 2018). Rifkin is the author of dozens of books on the impact of scientific and technological change on the economy, workforce, society and environment.
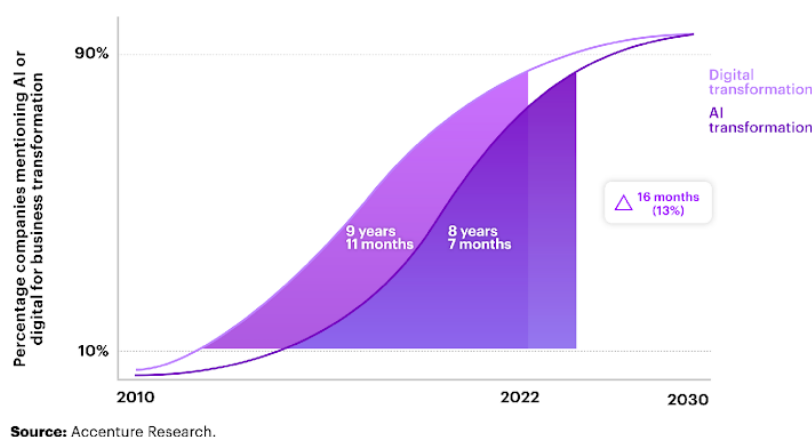
Among the most relevant works on the subject we can mention *"The Future of the professions : How technology will transform the work of human experts"* , by Richard Susskind and Daniel Susskind (2015), who announce in the introduction that the book deals with the systems and people that will replace professions. The *World Economic Forum* (2016), in turn, published an in-depth study on the subject: *"The Future of Jobs: employment , skills and workforce strategy for the Fourth Industrial Revolution"* where advocated that it was mandatory for companies to offer qualifications and for individuals to adopt a proactive posture for constant learning and for governments to create an enabling environment to help these efforts.

In a study released in 2017, McKinsey warned that AI was already threatening 50% of jobs in the United States and Europe, and concluded that in emerging markets these figures could put 70% of job positions at risk. In Brazil, according to a survey carried out by Fundação Getúlio Vargas (FGV) in partnership with *Microsoft* , artificial intelligence (AI) may increase unemployment over the next fifteen years (ROMANI, 2019). The study used scenario prospecting to stipulate three possible scenarios about technology growth: a conservative one, in which the economy grows less than estimated for the coming years; an intermediary, with stable economic growth; and a more aggressive one, in a world where the economy would have an optimistic projection of growth, in which unemployment could increase by 3.87 percentage points. The person responsible for the research claims that artificial intelligence will increase inequality: in the most aggressive scenario, the most affected will be the least qualified workers, among whom unemployment

may increase by 5.14 percentage points; on the other hand, the number of qualified vacancies could rise by up to 1.56 percentage points (ROMANI, 2019)

We estimate that AI transformation will take less time than digital transformation[6]

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[6] This estimate is derived from a natural language processing analysis of investor calls from the world's top 2,000 companies (by market cap), from 2010 to 2021, that reference "AI" and "Digital" in conjunction with "business transformation" ", respectively. Data were taken from S&P earnings transcripts.

Source: Accenture Research.

It is important to consider that the notes on the future of professions are based on a neoliberal economic theory that describes social changes based on the idea of the Minimum State. In many aspects, this view is contradictory, or even in conflict with the community concept of a library, based on the common use of intelligence resources then in force for solidarity information equipment.[7]

In the scenario that was emerging at the time, countries that decided to invest strategically in education and innovation would be able to adapt and, therefore, would take advantage of the good effects of the phenomenon, on the other hand, countries with low investment in these areas, with a settled economy in low-skill jobs, they would lose competitive advantage and be left behind (GALINDO; LIMA, 2018). In the worst prognosis, those professions that do not adapt to the new configurations of the world of work and do not prove to be useful to the new demands of society will be replaced. In this context, what will be the future of Librarianship?

The worst enemy of innovation is corporatism.

Ortega y Gasset, still in 1935, showed deep concern with the informational explosion. Pointing to the book as a conflict, he stated that, among its most serious attributes that were

beginning to be perceived, was the large and growing number of publications, overflowing the limits of time and the capacity for human assimilation (ORTEGA Y GASSET, 2005). At the time of the author, the cause of what he called " *jungle selvaggia* of books" was the cheapening of typographic printing. Today, the massive production of unorganized digital data is largely the result of easy access to the internet and other digital technologies.

Although much of the world's population is still not connected, the report " *Measuring the Information Society Report* " by *International Telecommunication Union* (ITU, 2018), showed that by the end of 2018, more than half of the world's population – 3.9 billion people – had access to the internet. Thus, the *wild jungle* is formed. of digital data, in which 16 million text messages, 156 million emails and more than one hundred million photos and videos are shared every minute (HEGGIE, 2019).

In Brazil, in 2017, 74.9% of households used the internet, with the highest percentage of these households being located in the urban area of the Southeast region (81.1%) and the lowest in the rural area of the North (27.3%). %) (IBGE, 2018). Internet access via mobile devices is increasingly prevalent. The number of these devices is already greater than the global population, however, this fact does not apply to all regions of the planet. Three quarters of the world's population owned a cell phone in 2017, however, in less developed countries the proportion drops to 56% (ITU, 2018).

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[7] The idea of social information equipment refers to the systemic set of actions and instruments of education and management of bibliographic knowledge, through which it is intended to achieve a free, fair and solidary society, eradicate poverty and marginalization, reduce social inequalities and promote the good of all.

Brazil follows the world trend. Between 2016 and 2017, there was a decrease in the number of Brazilian households with conventional landlines, personal computers and *tablets* . Meanwhile, in 2017 there was a cell phone in 93.2% of households (IBGE, 2018). According to FGV (2018), in May 2018 Brazil had 220 million *smartphones* , there was then an upward trend in this number. Considering that the estimate of the Brazilian population is currently close to 212 million individuals (IBGE, 2020), there were, in theory, more *smartphones* than people in Brazil.

On the other hand, libraries are losing space as a provider of information sources while their potential users feel sufficiently served by search engines and other of the various resources available on the internet. Data gathered in the fourth edition of the survey "Portraits of Reading in Brazil" indicated that from a sample of 5,012 people – interviewed in 317 municipalities in various parts of the country –, 66% did not go to libraries and 14% rarely went to them (PRETRATOS..., 2016). The main reasons given by this average of 4,000 people for not going to libraries were: not having time (40%), not liking to read (19%), not having libraries nearby (18%) and not liking going to libraries (13%).

The scarcity of public and school libraries in Brazil contributes to this scenario. According to the survey carried out by the National System of Public Libraries (SNBP, 201-), in 2015 Brazil had 6,057 public libraries to serve a population that was then formed by 204 million inhabitants (BRASIL, 2015), that is, a library for more than 30,000 inhabitants. This number, instead of accompanying the growth of the Brazilian population, has decreased. The percentage of municipalities with public libraries increased from 97.1% in 2014 to 87.7% in 2018 (IBGE, 2019). It is important to highlight that, in addition to the quantity, it is essential to assess whether these libraries have the infrastructure, collections and services that are adequate for their purposes.

Research carried out by the Brazilian Institute of Geography and Statistics - IBGE, show that the number of municipalities with public libraries has been falling since 2014. These studies, together with those carried out by the National System of Public Libraries of the Special Secretariat for Culture, indicate that between 2015 and 2020 Brazil lost nearly 800 public libraries. The research also showed that the loss draws attention to the scarcity and devaluation of these spaces in the country,

The expectation of mitigating the problem of having few school libraries, generated with the enactment, in 2010, of Law 12,244 (BRASIL, 2010), was frustrated. The ten-year period for public and private educational institutions from all education systems in the country to create their libraries ended. Only 45.7% of public elementary schools have libraries or reading rooms (PAULA, 2020). It is also important to consider that this quantity can be problematized by the fact that the legislation in question considers that the school library is a "collection of books, videographic materials and documents registered in any medium intended for consultation, research, study or reading" (BRASIL, 2010).

The history of libraries in Brazil reflects attitudes and interests of the ruling class. Focusing on an elite considered cultured, the library distances itself from those who really need information to achieve some improvement in their quality of life (ALMEIDA JÚNIOR, 1997; SILVA; SILVA, 2010). In this way, "the vast majority of the population, for not seeing their daily desires translated in the library, do not view it as a socially useful institution" (SILVA; SILVA, 2010, p. 210).

Brayner 's (2018) perception, the library has become an expendable entity for most people, leaving professionals in the area to "recognize the mistake of the collective attack, in a bet on a retrograde paradigm, associating the library with the collection and the operations aimed at ordering it and keeping it as such" (BRAYNER, 2018, p. 130).

For Carvalho (2016) it is *the reductionist meaning of the library focused on the collection to the detriment of the human that the library has been devalued or underused throughout its history.* And he concludes: " *it takes time and mentality reconstruction for pragmatic modification of the concept of library .*" Carvalho (2016, p. 37)

Even when agreeing that valuing the library depends on changing the mentality of librarians and other related actors, it is necessary to consider: how long will it take for this change to become effective? Will there be time for the library to prove its usefulness to society?

III. THE NECESSARY REINVENTION OF LIBRARY BUSINESS

According to the Brazilian Classification of Occupations (CBO), the librarian is an information professional. Thus, Librarianship should be considered a promising career in the context of the fourth revolution, since it fits into the privileged environment of asset management and strategic stocks of information and technology [8]. However, in practice this is not what is observed.

A recent survey on emerging professions in 2020, conducted by the professional social network *LinkedIn* (2019), pointed out that nine of the 15 professions that lead the *ranking* are linked to the area of Information Technology. Among them is the data scientist, a professional trained to "capture, process, analyze, represent and interpret large volumes of data" (LINKEDIN, 2019, p. 10). These activities resemble some of the traditional librarian roles, however, the report exemplifies that it is an area for graduates in computer science, computer engineering and applied mathematics.

In 1995 Eloy Rodrigues, librarian at the University of Minho explained:

"The evolution and "vulgarization" of the Internet (more than 30 million users today and, predictably, several hundred million by the end of the century) and of the future " information superhighways " will remove the

technological obstacles in accessing information, allowing end users to directly access electronic documents, regardless of their location, without intermediaries and without leaving their homes or offices." Rodrigues (1995)

In this context, the author questioned: "*are libraries and librarians condemned to disappear or be marginalized? Will we be the dinosaurs of the 21st century?*" And he concluded by warning, "*it seems inevitable that they (digital libraries) will be created. If we don't do it, and right away, others will. The question, therefore, is whether the digital library will be created with us , or if we want to run the risk of seeing it created on our margins, or even against us .*" Rodrigues (1995)

Jesus and Cunha (2019b, p. 312) warned in 2019: "*discovering and studying which of these new technologies can be better used in libraries can be the difference between evolving or suffering*". However, librarians often failed to take advantage of these opportunities in the best way, due to lack of strategic planning, because they were not trained for this purpose and, sometimes, due to an exacerbated resistance to changes, believing that the services and products offered already met to the community sufficiently.

Perhaps many opportunities continue to be missed. Assis (2018) identified that among these professionals, problems such as lack of motivation, self-indulgence, lack of definition of the area of activity, negative stereotypes of the librarian and low engagement in social issues persist. These circumstances act as inhibitors, hindering the diffusion and recognition of the activities carried out by the professional librarian in society.

For a long time, Librarianship was exclusively concerned with practical issues, especially with the training of professionals to work in information units. Currently, the area seeks to update itself, however, it is still markedly technical. The difficulty of adapting inhibits the necessary evolution of the professional field and its consequent inclusion in the universe of

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[8] Understood as a set of organized information items (or not), according to a technical criterion, of information management instruments and with content that is of interest to a community of receivers (BARRETO, 2000)

metamorphosed demands for knowledge. The lack of appropriation of emerging trends in the area and the lack of skills to use new technological tools is notorious, which, in turn, prevents the labor market from seeing librarians outside their traditional activities of guarding and preserving books. in libraries.

Librarianship is a science-based discipline, consolidated by its secular choices and principles, at the same time that "it is dynamic and flexible towards new approaches and capable of adapting to contemporary historical, cultural, epistemo logical and technological conditions" (ARAÚJO, 2013, p. 56). However, it is necessary to question whether the adaptability of Librarianship is being fully used in order to keep up with the transformations of the informational demands of today's society.

Since the enactment of Law no. 4,084, in 1962, the librarian's craft was reserved for the class, however, the fourth revolution shows a labor market with dynamic structures (BRASIL, 1962). Legislation is updated and follows the forms that society takes. If the librarian's craft is no longer seen as a social need, the legislation will adapt and in environments where librarians are required today, some other professional that already exists or will yet emerge will be able to take their place.

IC studies were formally introduced in Brazil and Latin America by the Brazilian Institute of Information in Science and Technology (IBICT) in 1955, on the occasion of the Scientific Documentation Course (CDC), and then, in 1970, with the master's course in CI. Under the effect of the severity of these initiatives, new postgraduate courses in Documentation and CI began to be offered in several universities throughout Brazil, initially associated with Librarianship and Archival Science courses.

This movement ended up consolidating IC in Brazil as a theoretical and interdisciplinary research field, initially accessory and adjuvant to Librarianship courses. Over the years, CI has established itself as a scientific research activity that studies information from its genesis to its conversion into knowledge. In this mandate, CI focused its main interest on studies and analyzes related to the collection, classification, manipulation, storage, retrieval and dissemination of information. Araújo (2013)

This evolution of the field of information in Brazil consolidated Librarianship as an area of knowledge, inter and multidisciplinary that is dedicated to the practical and methodological applications of representation; of information and knowledge management, in information environments, such as libraries, documentation and research centers.

In the first decade of the 19th century, there were many postgraduate courses in IC, and formed a considerable mass of research professionals, absorbed, mainly in universities, in courses in the area, especially those in Library Science, followed by those in Archival Science and Museology., spread across the country. In April 2007, the Federal Government of Brazil launched the Support Program for Plans for Restructuring and Expansion of Federal Universities (REUNI), which sought to expand access and permanence of graduates in higher education. The program's ten-year goal, starting in 2008, was to double the number of students in undergraduate courses, allowing an additional 680,000 students to enroll in undergraduate courses. In the wake of this process, Brazilian universities were forced to hire new professionals.

The field of information benefited proportionately, although the largest volume of graduates recruited were graduates from IC programs, and in smaller numbers from Librarianship, Archival Science and Museology courses. This circumstance is explained by the greater number of graduate courses in IC consolidated in Brazil, in relation to other areas. The reflections of this change have not yet been efficiently qualified, however, a set of ongoing changes that favor IC research over practical activities can be outlined. These changes will certainly cause an impact that is not yet measurable, but of great interest for the evolution of the area's profile.

According to Silva and Fujino (2018), the theoretical instruments of IC have evolved along with the advent of techno-scientific evolution , however, "the actions to train information professionals compatible with the new conjuncture, mediated by undergraduate teaching, walk in tandem. slower steps and become a challenge" (SILVA; FUJINO, 2018, p. 3978). Thus, in order to keep up with the pace imposed by the fourth revolution, it is necessary to rethink the training of librarians.

Analyzing the 30 face-to-face bachelor's courses in Librarianship at Brazilian public universities, Arabelly Lima (2020) shows that 37% of the pedagogical projects of these courses were updated between 2015 and 2019; 33.3% were updated between 2010 and 2014; and the remaining 29.6% were updated between 2004 and 2009. Furthermore, the study (LIMA, 2020) shows that five of these courses, in addition to the term " Library Science", contain the terms "Information Management" or "Information Science". " in their names.

These data show that, in general, there is a concern to update curricula so that they follow the demands of society. However, criticisms of the training and technicality of the courses remain, indicating the importance of studies to analyze whether these updates are concerned with current demands of society or just change outdated nomenclatures.

This scenario shows that there is still a disconnect between the training offered and the current and potential demands of the job market for librarians. For Targino (2010), managerial vision, capacity for analysis, creativity and updating are basic requirements for the information professional. The author points out that more flexible curricular structures are urgently needed, which include a greater number of optional and interdisciplinary subjects. There is an urgent need for more integrating curricula, which favor and encourage a broad view of the world, in which techniques, as essential elements, act, in fact, as mere instruments for disseminating information to different social segments (TARGINO, 2010, p. 45).

In the same sense, Galindo and Lima (2018, p. 85) consider that there is "a disconnection between the reality of the market and the contents and practices offered in the classroom. The result is the formation of librarians unprepared for the professional pragmatic reality".

Silva and Silva (2010) point out that despite the recent reformulation in its discourse, trying not to limit itself to technicalities, Librarianship still presents a curricular formation in which there is the "valuation of administrative and technical issues to the detriment of social potentialities, which indicates a depoliticized Librarianship in its formation process" (SILVA; SILVA, 2010, p. 212).

Barros, Cunha and Café (2018, p. 305) state that those responsible for creating and maintaining Librarianship courses must be aware of the demands of society, which are increasingly diversified, seeking to meet the identified needs through the supply of conscientious professionals, critical and open to change.

In addition to graduation, it is essential that librarians seek, through continuous learning, to improve and acquire new skills, especially skills in information and technology. As information skills, or *information literacy* [9], it is important that librarians are aware of changes in the field of information and seek to constantly update themselves so that they can keep up with changes in the processes of creation, organization and use of information.

Technological skills are closely related to *information literacy*, because the evolution of digital technologies are the main promoters of transformations in the field of information. Thus, it is essential that librarians are familiar with new technologies so that they can make the best use of their potential for the development and innovation of library services and products.

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[9] Understood from the definition in Dudziak (2003, P. 28), as "the continuous process of internalizing conceptual, attitudinal , and skill foundations necessary for understanding and interacting with the informational universe and its dynamics, in order to provide learning to the lifetime".

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Actions to update training and develop skills must be charged to the representative bodies of the class, in the sense that they establish partnerships with IC departments and related areas, and also with other institutions linked to information management. Distance learning platforms can be used to reduce costs and increase the number of librarians benefited.

Librarianship needs to reinvent itself to keep up with the speed of the fourth revolution, since the social need that Librarianship meets "is essentially variable, migratory, evolutionary" (ORTEGA Y GASSET, p. 24) and the function of the library must change according to the needs of society and serve it in all its potentialities (ARAÚJO, 2015).

IV.   FINAL CONSIDERATIONS

The current moment of technological revolution, the fourth revolution, is marked by the deep connection between information and technology that drive transformations in all aspects of society. In this sense, librarians, as information professionals, should be occupying central positions in debates and decisions in the institutions they are part of, however, this is not what is happening.

The role of the librarian, as Ortega y Gasset (2005) reminds us, has always been linked to the meaning of the book as a social need and also to the custody and care of the book as an object. At a time when people autonomously produce and seek information in virtual environments, the librarian's work distances itself from society, which no longer sees relevance in this professional's activity.

The current context fosters discussions about the end of the book, as a physical support on paper, and consequently about the end of libraries and the librarian profession. However, the reality of libraries and many publications indicate that, at least for the next few decades, the library will remain hybrid. In the midst of this impasse, it seems wrong to waste so much energy worrying about the end of the paper book. More productive is to seek skills to manage information in whatever its support.

There is a constant indication that, throughout history, libraries have been "forced, compelled, pressured" to evolve in order to continue existing, indicating a passive or reactive attitude on the part of librarians. Change needs to stop being seen as an obligation, but understood as a natural and necessary movement that accompanies the demands of society, after all, the library is a cultural equipment that is part and is a product of society.

Considering that activities of a purely technical nature will be increasingly carried out by machines. The differential of librarians should be the development of a creative, critical and proactive posture, of a professional who acts to create the desired changes in his work environment, considering the challenges and opportunities that surround him. If librarians fail to react, their work, so often threatened, could run the risk of disappearing "not so much because of the invasion of their reserved area, but because of their own inability to adapt to the new demands for knowledge required by contemporary society" (GALINDO ; LIMA, 2018, p. 85).

For this change in the professional profile, the development and updating of skills must be promoted through continuing education. It is also necessary to rethink the teaching of Library Science. The updating of contents, creation and modification of disciplines, carried out in recent years, are necessary and important actions, however, they are not guarantees that recent graduates are acquiring a different profile from those who graduated in previous times. Perhaps the most important thing is that each discipline, even if focused on technical issues, is taught in an integrated way to the reality of the world of work, to the perspectives of IC and to the inescapable social, political and economic context in which it is inserted.

Librarianship in the fourth revolution needs professionals who are less concerned with rigid classification systems and who are more capable of performing dynamic managerial functions, adopting creative, innovative and proactive postures, focusing on the needs of a society in constant transformation.

In addition, it is necessary to understand the processes of preservation, organization, recovery and dissemination of information in a way that is connected to digital information environments. It is also important to know the emerging trends in the field of Librarianship and IC so that Brazilian libraries can strategically plan in order not only to survive, but, in fact, to accompany the transformations driven by digital technologies, occupying a relevant place in the society of the future.

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Interference of First Language in Second Language Acquisition: Considering the Cases of Rohingya Teachers in Bangladesh

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ABSTRACT

As a Language Trainer, I worked in Cox'sbazar in an international organization called Mercy Refugees House and my responsibility was to train the Rohingya camp school teachers in English Language. Moreover, all the teachers are graduate from Myanmar and I discovered some issues while training them. Furthermore, I personally observed the teachers for over two years while conducting one by one interview sessions. Since the geniuses of the two languages, viz. Bangla, i.e. Rohingya language is a dialect of Bengali, L1, and English, L2 is in many ways different externally, and because English is important in the national context –mainly as a language for national discourse, higher studies, business, and administration – the present study was considered worthwhile as it aims to gauge the extent to which L1, i.e. mother-tongue or Bangla interferes with the learning of English in the context of Bengali.

Keywords: NA

Classification: LCC: P118.2

Language: English

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I. INTRODUCTION

Second Language Acquisition is contrasted with second language learning on the assumption that these are different processes. The term "acquisition" is used to refer to picking up a second language through exposure, whereas the term 'learning' is used to refer to the conscious study of a second language.

Successful learners of the English language have talked about various issues behind their success. There are two basic possibilities regarding which aspect of SLA is affected by individual learner factors. One is that differences in age, learning style, aptitude, motivation, and personality result in differences in the route along which learners pass in SLA. The other is that these factors

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influence only the rate and ultimate success of SLA.

Successful learning depends on a variety of issues from one person to another. The identification and classification of the different factors have proved to be problematic. The main difficulty is that it is not possible to observe some qualities directly such as aptitude, motivation, or anxiety. Successful learners have learned or acquired their second language successfully due to their ways of development as there is tremendous variety in the techniques employed by different learners.

Some learners have used one technique and some others have employed another technique. Naiman and Pickett (1978) have identified numerous study techniques. Here is a sample of those that learners reported they used to develop their vocabulary in the L2:

1.1 Preparing and Memorizing Vocabulary List

Individual learners appear to have highly idiosyncratic ways of coping with this. For instance one of Pickett's subjects kept a notebook in which he recorded first the English word, then the foreign word in phonetic transcription, and finally the orthographic version of the foreign word. He also reported having three vocabulary lists, which he kept going at the same time –one was arranged chronologically, the second alphabetically, and the third either grammatically or contextually.

1.2 Learning words in a contest

Some learners made no attempt to keep lists. They relied on picking out key vocabulary items from the contexts in which they were used.

1.3 Practicing Vocabulary

Various techniques fall under this heading deliberately putting words into different structures to drill oneself, reading to reinforce vocabulary, playing games such as trying to think of words with the same ending, and repeating words to oneself.

Techniques similar to these have been identified for other aspects of language learning such as grammar and pronunciation. Vocabulary is the area that the learners seem most conscious of. The second group of learning techniques concerns the ways in which the learner gets into contact with the L2. Learners often seek out situations in which they can communicate with native speakers, or they make use of the radio or movies to get maximum exposure to the L2. Most importantly, age, aptitude, cognitive style, motivation, and personality are the vital factors that differ from learner to learner.

Some key factors are the following: Diane Larsen-Frecman and Michael H. Long (1991)

- Getting Access to Vocabulary
- Listening to Discourse
- Practicing with a good peer
- Effective Support from the teachers
- Ability to translate sentences
- Due to reading many storybooks
- Development of writing habit
- By being exposed to the English language frequently
- Basic development of grammar
- Breaking the fear of speaking
- Motivation improvement toward learning
- Improvement of mental strength
- Consistency of formal learning
- Confident learning environment
- Experiencing less language and cultural shock
- Breaking language barriers through undivided attention
- Pronunciation practice continuously
- Reading texts aloud to improve an accent
- Using English in formal situations
- Teaching the language in Full English Version

II. ASSESSMENT OF ENGLISH LANGUAGE LEARNERS

Teachers' lack of English proficiency will affect test performance when tests are given only in English. It is also necessary to consider how teachers' cultural backgrounds and previous experiences might affect their ability or willingness to participate in an assessment activity. "Because schooling practices tend to conform more or less to middle-class European-American experiences and values,

teachers from other cultural backgrounds may be mis-measured by virtue of cultural and other experiential differences." (Peregoy & Boyle, 1997, page 93) Therefore, your assessment practices should allow teachers to show what they know in a variety of ways.

Diversity When creating assessments, consider the diversity of teachers' cultural, linguistic, and special needs (Peregoy & Boyle, 1997).

Variety Use a variety of assessments in a variety of formats including small-group work, individual activities, drawing pictures, creating posters, engaging in interviews, constructing portfolios, journal writing, projects, and self-assessment.

Rubrics Be clear and consistent with your grading system and standards. Rubrics is an excellent tool for itemizing the criteria on which teachers will be assessed and helping teachers understand what you are looking for (Richard-Amato & Snow, 2005).

Working Together Peer editing is an opportunity for teachers to read, edit, and comment on each other's work while gaining reading and writing experience.

Time Allow sufficient time for all teachers to complete the assessment.

Fewer Exercises Consider the number of exercises you assign teachers for homework. It will take ELL teachers much longer to read and make sense of the exercises than native-English speakers. Often ELL teachers get so bogged down in reading comprehension that they never get to the mathematics. It will be much more meaningful and productive for both you and the teachers if you assign 5 or 6 well-designed exercises (and they'll be more motivated to try them), rather than a page or two of 10 to 20 exercises.

Collocation

A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". Look at these examples:

Natural English...	Unnatural English...
the fast train fast food	the ~~quick~~ train ~~quick~~ food
a quick shower a quick meal	a ~~fast~~ shower a ~~fast~~ meal

I have studied over ten particular teachers who are successful learners of English and they have talked about many factors behind their second language learning. Their views vary from each other and sometimes learners are not sure rather they have kept on guessing, whereas a few learners are confident about the factors behind their learning, Joanna Baker &Heather Westrup (2006).

III. LITERATURE REVIEW

It is a popular belief that SLA is highly influenced by the learners' First Language (L1). For instance, it is quite clear when a foreign accent in the second language (L2) speech of learners. When an Indian or a French speaks in English, his English sounds like French or Hindi. Moreover, his L1 also affects vocabulary and grammar which is immediate evidence of first-language interference.

It is believed that L1 interferes with the learning of L2 when some features are transferred from L1 to L2. A strong belief is that overcoming the process of L1 in order to cope with L2 is a complex web of systems.

Corder in 1978 referred to this view of SL as a "restructuring process". This process denotes that a learner uses his L1 language properties to structure and restructure a second language. Marton in 1981 said that there is never peaceful co-existence between two language systems in the learner and there continues warfare of newly learned ideas in memory.

Felix in 1980 mentioned that our data on L2 acquisition of syntactic structures in a natural environment suggest that interference does not constitute a major strategy but rather abandons

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the notion of interference as a natural phenomenon in L2 acquisition.

It is necessary to examine the evolution of the notion of interference of L1 in L2 acquisition. Behaviorism has got two key notions: habits and errors. Behaviorist psychology holds that responses take place due to stimuli. The association of a particular stimulus constituted a response.

According to behaviorist learning theory, old habits get in the way of learning new habits. Grammatical apparatus programmed into the mind as the first language interferes with the smooth acquisition of the second language and this interference is called "Proaction Inhibition".

The noteworthy point is that previous learning prevents or inhibits learning of the new habits. When the first and second languages share a meaning but express it in different ways, an error is likely to arise. Language transfer takes place from L1 to L2 and when there is proactive inhibition, error, and negative language transfer will result. Interestingly, no errors will result when some linguistic elements between L1 and L2 will affect positive language transfer.

On the other hand, familiarity helps and unfamiliarity hinders when a learner tries to transfer linguistic elements from L1 to L2. Error Analysis is a traditional pedagogic technique to sequence linguistic items to find L1 and L2 distinctions and to devise remedial lessons. [Understanding Second Language Acquisition-Rod Ellis (1985)

Here, we have gone through a study of over thirty Rohingya School teachers from an International organization to identify the interference of Bengali in language transfer from L1 to L2. I have tried to find out errors and mistakes in their written linguistic productions and followed a five-step process of Error Analysis.

- Collecting the data
- Identifying the error areas
- Describing their problems
- Classifying them to their hypothesized cause
- Evaluating their seriousness

The first language of the learner affects much of his learning second language learning. The teachers are told to write a paragraph about 'Their Ideas of Bangladesh' to study their interference of Bengali in using the English Language.

After collecting the samples, it is found that the teachers really depended on translation skills and most of the sentences are written on the basis of language transfer. [Research Methodology (Methods & Techniques) (1998-1999)C.R Kothari, Experimental Design, P-120-20]

In Corpus 1, one of the teachers has written, `Bangladesh is a overpopulated country with its small length' In Corpus 2, another student has written Bangladesh is a beautiful country with its natural beauty quite common usually in Rangamati, Khagrachari, Cox'sBazar, Bandarban, etc.

In analyzing corpus one, It is actually found that the specific teacher tried to use the word-by-word translation technique. He is thinking about the sentences or ideas in Bengali when he attempted to write the paragraph most probably, he wanted to say, "Instead of its small size, Bangladesh is an overpopulated country".

And in corpus two, it is another interference of Bangla where the School teacher mentioned some places without any reference to those places and the beginning of the sentence is also redundant. He or she may specify two different ideas in separate ways like "Bangladesh is a country of scenic beauty and some of its beautiful places are Rangamati, Khagrachori, Cox'sBazar, Bandarban, Kuakata, Khulna, Sylhet, etc.

In Corpus Three, another teacher has written `Bangladesh is a land of river with a lot of fishes available in those rivers usually caught by the fisherman' This teacher has also depended on translation skills, and probably in Bengali, he has been thinking "Different kinds of fishes are found in many rivers of Bangladesh as it is a land of rivers and the life of fishermen is really quite unique and risky as they remain busy in catching fishes.

In Corpus Four, "Bangladesh got her independence in 16 December in 1971" He wanted to mean that Bangladesh achieved its independence on 16 December 1971. He has misused `got' in place of `achieved' due to the interference of his mother tongue Bengali.

In Corpus Five, another teacher has written "Bangladesh is developing day after day though it is an underdeveloped country" Here the teacher has probably wanted to say 'Being an underdeveloped country, Bangladesh is developing gradually".

These five particular written sentences collected from them denote that there is a great interference of Bengali in their written production and the same case is true in their spoken production of the English Language. Moreover, due to the interference of Bengali, some specific problems like the article as in Corpus 1, Collocation as in Corpus 5, and preposition as in Corpus 4 are frequently functioning and inhibiting in Second language learners.

In Corpus Six, it is written, "We fill proud for our country". That student is completely hundred by Bengali and she probably meant that `We "feel" proud "of" our country. Here, the teacher has gone through spelling mistakes and prepositional problems due to translation from Bengali to English.

In Corpus Seven, a teacher has written, "Every year we export crops, fishes, fruits, etc. abroad". Again, the student has come across a prepositional mistake due to the interference of the first language and he misuses a preposition before abroad. The correct sentence will be "Every year we export crops, fish, fruits, etc. abroad",

In Corpus eight, another teacher has written, "Bangladesh is very beautiful country" The student omits the article `a' here due to the interference of Bengali. The student thought that Bangladesh is very beautiful country appears correct. He hasn't understood that the indefinite article `a' will be used before very. [Testing English as a second language.David- P. Harris (1969) Language Tests, Principal uses of P-2-4, Test Err, P-17]

In corpus nine, the teacher has written, "Professionally, most of the people in the village areas are farmers, but now people living in the city areas are drawn to working in the garments section".

The structure appears quite faulty due to the interference of Bengali. It can be written like this.

"Most of the people in villages are professionally formers, but those people, when start living in the cities, are getting involved in the garments and factories"

This teacher has gone through collocation, punctuation, and article problems due to the inhibition of the first language.

In corpus Ten, It is found in one of her sentences; "There are about 16 crores people live our country" Due to a lack of understanding in language transfer skills, she has confused the sentence structure. She wanted to write probably: "The total population of our country is approximately 16 crores.

She has also omitted the use of the preposition `in' before our country.

Interference of First Language in Second Language Acquisition: Considering the Cases of Rohingya Teachers in Bangladesh

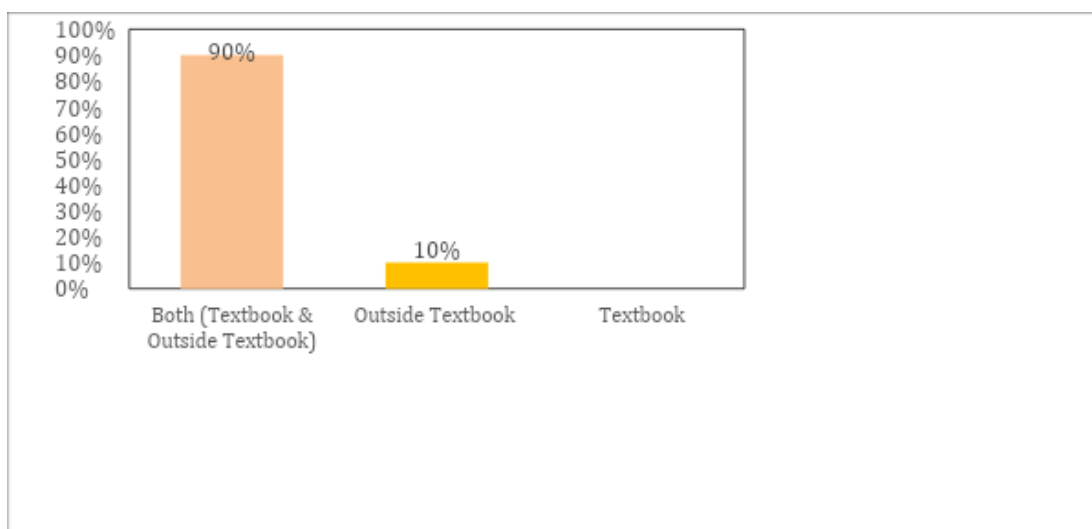Data: Analysis of Data Collected from Teachers

Fig. 1: Source of Materials

In the question no one, the teachers asked to know about the source of materials. Here among sixteen teachers, fifteen of them preferred to use materials from the textbook and outside the text book. That means they marked "both' and one of them opined that he used outside textbook sources in developing teachers speaking skills. To sum up that 90% of teachers' opinions went out in favor of 'both' and 10% of teachers' opinions in favor of 'outside textbook'.

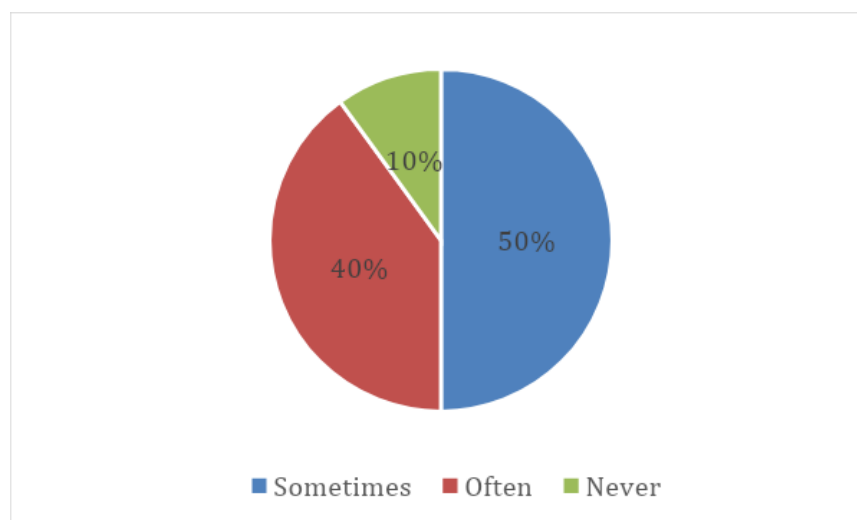English Book is Helpful for Student's Development

Fig. 2: English book is helpful for teachers development

In question number 4, 8 teachers that mean 50% expressed their opinion in favor of 'sometimes', 6 teachers that mean 20% expressed their opinion in favor of 'often' and 2 teachers that mean 10% expressed their opinion in favor of 'never'.
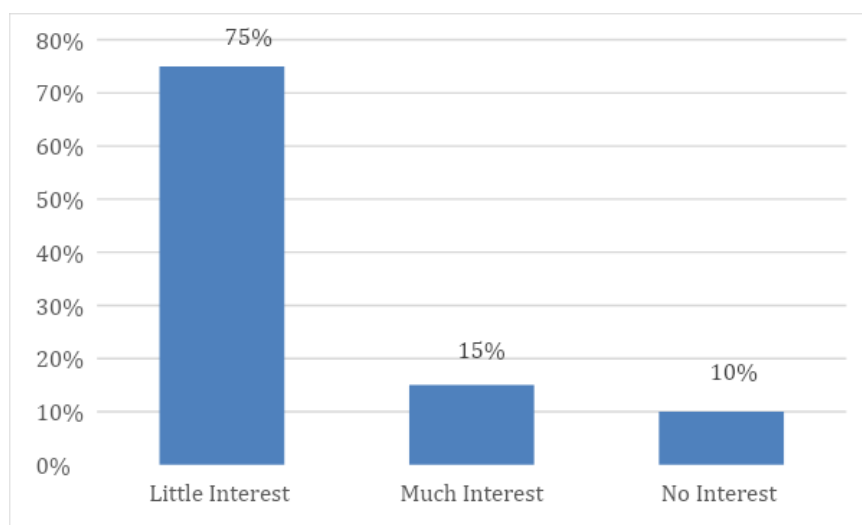
Interest of the Teachers

Fig. 3: Interest of the teachers.

In the 5th question, teachers asked to feel about the interest of their teachers in solving speaking practice from EFT where 12 teachers that mean 75% opined in favor of 'little interest', 3 teachers that mean 15% opined in favor of 'much interest' and 1 teacher that mean 10% opined in favor of 'no interest'.

Correction of Errors

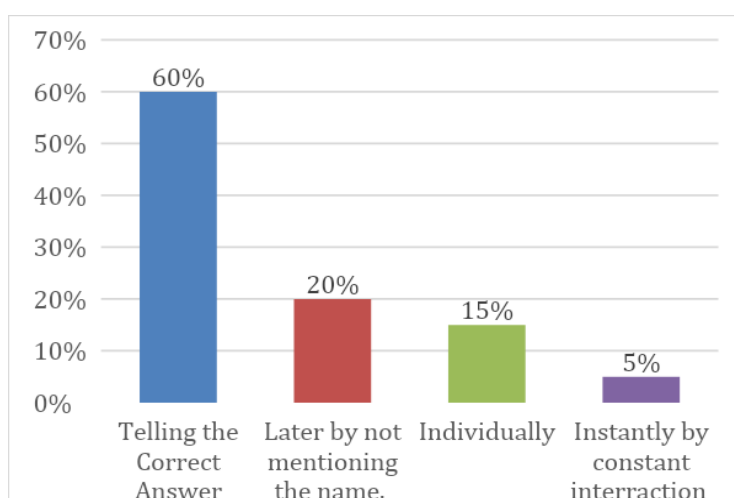*Fig. 4:* Correction of errors

Question number 9 was about the nature of errors correction of their teachers speaking. Among 16 teachers, 8 teachers that mean 60% opined in favor of 'telling the correct answer', 4 teachers that mean 20% opined in favor of 'later by not mentioning the name'

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The Medium of learn best

Outside Class 9%
Alone 14%
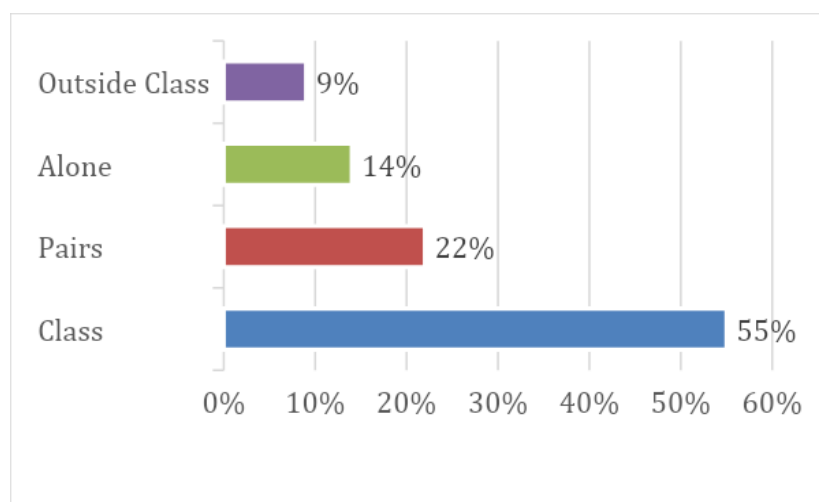Pairs 22%
Class 55%

0% 10% 20% 30% 40% 50% 60%

Fig. 5: The medium of learn best

In question number ten, the student are asked to prefer the medium of learn. 55% teachers chose to learn best in the 'class', 22% teachers chose to learn best with 'pairs', 14% teachers chose to learn best with 'alone' and 9% teachers chose to learn best in the 'outside class'.

The way of learning English

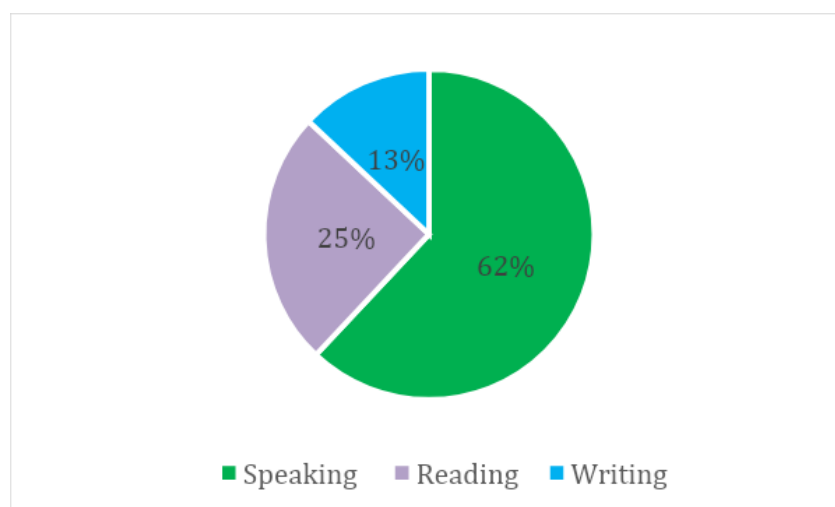13%
25%
62%

■ Speaking ■ Reading ■ Writing

Fig. 6: The way of Learning English

In question number three, the teachers are asked to know about the way of learning English. Among 100 teachers 62% of teachers opined in favor of 'speaking', 25% of teachers opined in favor of 'reading' and 13% of teachers opined in favor of 'writing'. Among 100 teachers, most of them like 'speaking' the most.

The preferred way of study

Fig. 7: The preferred way of study

In the fourth question, 54% teachers preferred to 'learning new words' of study English. 31% teachers opined in favor of 'teaching grammar' and 15% teachers opined in favor of 'practicing the sounds'.

The importance of educational institutions

Fig. 8: The importance of educational institution

In the fifth question, 53% teachers ticked on 'sometimes', 41% teachers ticked on 'always' and 6% teachers ticked on 'never'. In fact educational institution plays an important role to practice speaking skill.

Data Analysis

In the 3rd question, 6 teachers ticked on 'Neither good nor bad ', 5 teachers ticked on 'Good ' and 5 teachers ticked on 'weak' that mean 40% teachers opined in favor of 'Neither good or nor bad', 30% opined in favor of 'Good ' and 30% opined in favor of 'weak '.

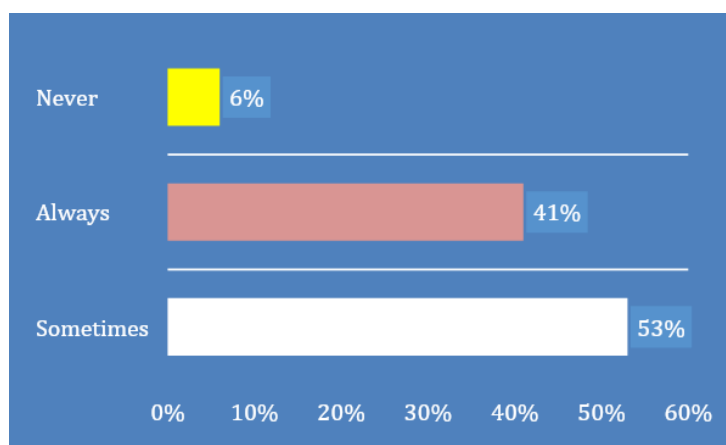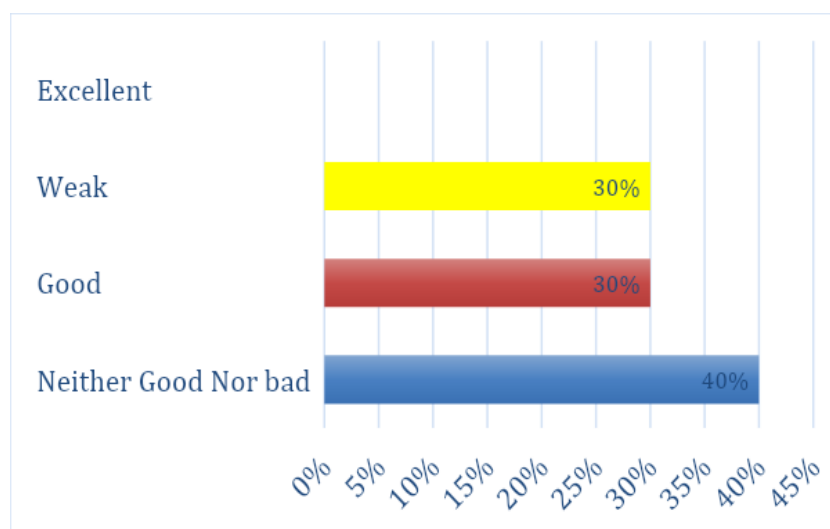### 3.1 Errors in English made by Rohingya school teachers

While there is still a protective trend to not allow native language interference in English, interference is always there, and this makes learning difficult and/or faulty. More often than not, when Bengalis use English to communicate with others, they transfer the grammatical rules and regulations of their mother tongue to English, and, therein, lies the cause for their errors.

3.2 English Linguistic Problems of Bengali-Speaking Learners

It is a study while interrogative sentences are learned by the L2 learners from the micro level aspect of the language.

IV. THE INTERROGATIVE ADJECTIVES

The Interrogative Adjective occurs before the subject and modifies it. It can be used as an object also. But, in all cases, the Wh word comes first. Consider the following sentences:

(ix) Which book was stolen? (x) What misfortune has upset you? (xi) Whose father is a doctor? (xii) How many children are present?

The Wh word along with the noun it modifies acts as a subject. Therefore, the structure stands as -"Subject + Verb + ..." like that of a Declarative Sentence. Similarly, if we look at the following sentences,

(xiii) Which book has Rani stolen?
(xiv) What misfortune has Rani referred to?
(xv) Whose father have you called?
(xvi) How many children have you called?

we find that the same phrases in the sentences ix--xii act as objects of the verbs in the sentences xii-xvi.

4.1 Similarity and Dissimilarity

In the Bengali translation of the sentences from ix to xii,

(ix.a) koon boita churi hayechilo?

which book was stolen

(x.a) koon dukkha tumake byatita kareche?

which misfortune you has upset

(xi.a) kar baba daktar ?

whose father doctor

(xii.a) kata chelemeye upastit?

how many children present

We see that the structure is similar. In other words, if the Interrogative Adjectives are used as subjects, and are followed by a verb, the Bengali and English Interrogative Sentences are alike in structure. If the sentence has an object, the object comes before the verb as it is seen in the sentence,- koon dukkha tumake byatita kareche ? (which misfortune you has upset).

In the same manner, if we look at the transliterated translation of the sentences numbering from xiii to xvi, we find them as --

(xiii.a) koon boita Rabi churi kareche?

which book Rabi has stolen

(xiv.a) koon dukk(er katha) Rabi ullekh kareche?

what misfortune Rabi has referred to

(xv.a) kar baba(ke) tumi dekeche?

whose father you have called

(xvi.a) kata gulu chelemeyeke tumi dekhecha?

how many children you have called

This structure is dissimilar from that of Bengali in the fact that the auxiliary verb comes before the subject of the sentence. But, here, it is to be noted that there is no trend of using any auxiliary verb in Bengali.

When What and Which are used as Interrogative Adjectives, both the Wh words give the same meaning in Bengali, whereas in English both the words are not alike in usage (Thomson A. J. & Martinet A. V. A Practical English Grammar, (4th edition), Oxford University Press, Delhi,1994; P-72).

4.2 Yes or No Questions

Apart from the Wh questions, there are other kinds of Interrogative Sentences to which the answer is given by Yes or No. To make this kind of sentence, we place the first auxiliary verb before the subject in English and to express this we have to use " ki " in Bengali. For example, "Have you

read the book? " gives the Bengali transliteration–Jahurul Islam (2003)

Tumi ki boita padecha?

you the book have read.

The second word " ki " in Bengali transliteration is the result of the shifting of the auxiliary verb before the subject. Here, it is necessary to note that Bengali has no corresponding word for English Auxiliary verbs. Only the Modal Auxiliaries show their appearance in Bengali.

4.3 Tag Questions

In addition to the above two cases of Interrogative Sentences, we also have another sort of question known as a Tag Question. For Question Tags, we have an affirmative question after a negative statement and vice versa. The Tag Questions are not unique to English. We also have it in Bengali. This type of tag question is used for the sake of confirmation or denial of any statement. In Bengali, we frequently use the term " tai na " (Rashid M. Harunur, *English for Bangali Learners*, Bangla Academy, Dhaka, Bangladesh, February 2001, p-32.). And this is similar to any kind of tag question in English. But, it is not a real question at all. Rather, through this sort of tag question, the speaker tries to find out whether he/she is in agreement with the listener (Rashid M Harunur, *English for Bangali Learners*, Bangla Academy, Dhaka, Bangladesh, February 2001, p-32).

4.4 The Use of the Declarative Mood to ask Questions

It is true that Interrogatives are the principal means of asking questions. But it is not the only medium for asking a question. Sometimes, the declarative mood, in which we declare something in the manner of the proposition, acts as a question. The sentence - "Surely you remember that comrade?" in George Orwell's **Animal Farm** is undoubtedly a question. In written English, this is shown by a question mark and in the case of verbal communication by distinctive intonation (Thomson A.J. & Martinet A.V. p. 127).

In other words, a declarative mood can become an Interrogative sentence because of the speaker's mood. In the same fashion, Bengali also we have this kind of question. The sentence *Tumi mate football khela* (You play football in the field), which is a Declarative sentence from a structural point of view and is in no way an Interrogative, can become an Interrogative sentence because of the emphatic and distinctive intonation of the speaker.

English-speaking people say the sentence "How do you do?" after an introduction. Originally it was an inquiry about other people's health. The expression is, from a structural point of view, an Interrogative. But now it is merely a formal greeting. But, we the Bengali-speaking people do not have any such expression.

4.5 Use of Interrogative Sentences

A good number of errors bear a strong resemblance to the characteristics of the learner's mother tongue. The use of Interrogative Sentences clearly reveals this phenomenon. [Linguistics: An Introduction (1999) Andrew Radfond, Martin Atkinson, David Britain, Harald Clahsen, Andrew Spencer.Linguistic Variables and language use 53ff.]

When we want to know something or inquire about something, we use sentences that are called Interrogative Sentences or Questions. Usually, we ask questions or inquire about some person or thing that either performed some action or activity or received the action. Questions are also asked about the manner, the reason, the time, and the place of the performance of the action. So, we have to be very sure about the thing or idea our potential question is aiming at and our use of the Interrogative Word should be based mainly on this knowledge.

4.6 Interrogative Sentences in English - Yes or No Type

In English, there are two common but contrasting ways of asking questions, one by which we ask for specific information and another by which we only want a simple yes or no as an answer (Freeborn Dennis, 1995, *A Course Book in English Grammar*. Palgrave, New York, 1995).

In the former case, in English, for specific information, we make use of a set of function words, and all these words except " how " begin with Wh. These Wh words demand specific information. They can not be answered with yes or no.

4.6 Wh words in English

The Wh words are grouped into three classes. The Wh words, the classes they belong to, their uses, and the transliteration of their Bengali substitutes are given below.

CLASSES	WH-WORD	USAGE	BENGALI MORPHEME
interrogative pronouns	Who	for person	Ke
	what	for thing	Ki
	Which	for person and thing	ke
interrogative adverbs	when	to know " at what time"	kakhan / kabe
	Where	to know " at what place"	Kuthai
	why	to know " for what reason"	Kena
	How	to know " in what way"	Kibhabe
interrogative adjectives	Which	person or thing	Koon

	what	thing	Koon
	whose	person	Kaar
	how many	number or amount	Kata

4.7 With preposition

If the Wh words - whom, which, and what - act as the objects of the preposition in formal English, we use Preposition + whom /what /which structure. This structure is very easy for Bengali-speaking people because it corresponds to the Bengali structure. Such as – [English Language Teaching- Md. Tajul Islam (2004).Qualities of good writing- P-62]

ENGLISH	TRANSLITERATED BENGALI
xvii.With whom did you go?	kar shate thumi giyechile ?
xviii. To which address did you send it ?	koon thikanai tumi eta patiachile ?
xix. On what do you depend ?	kisher upar tumi nirbhar kara ?

V.   FINDINGS

5.1 Factors Responsible for Learning English

I have specified ten specific teachers from the BBA first-year undergraduate level of my university and asked them to talk about the responsible factors behind successful English language learning. I have particularized twenty different factors for them and told them to use `Y' for identified one and `N' for those which are not responsible factors for their learning.

In Corpus 1, it is found that the student has specified ten factors as similar and ten other factors as dissimilar factors for learning English. That student mentioned 1, 2, 3, 4, 9,10, 13, 15, 16, and 18 number factors that helped her to learn English whereas 5,6,7,8, and 11,12,14,17,19,20 turned out dissimilar factors for language learning.

Very surprisingly in Corpus 2, It is found that the student has mentioned ten factors which are identified as dissimilar factors by the first student.

Then, I have taken these two teachers into great consideration. In corpus one, the first student is actually from the communicative language learning technique and the following one is from Grammar Translation Method. As a result, the first student has mentioned learning vocabulary, listening to the discourse, practicing with a good peer, effective support from teachers, and breaking the fear of speaking in learning English whereas the later corpus student has pointed out the ability to translate sentences, rending story books, developing writing habit getting exposure to the English language, teaching the language in case of learning English.

Later in corpus 3, It is discovered that this student has pointed out both mentioned by corpus one and corpus two. He has pointed out twelve yes factors and eight other no factors in learning English. From corpus 4 to corpus 10, the result slightly varies from individual to individual, and a maximum of 15 Yes factors are discovered and a maximum of 12 No factors are found in this study.

It is also discovered that there are four special criteria to which teachers have agreed more and these are exposure to the English Language, basic development of grammar, breaking the fear of speaking, and reading story books. There are four other criteria which teachers have agreed the least

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and these are: confident learning environment, reading a text aloud, pronunciation practice, and practicing with a good peer.

Apart from these eight particular criteria, teachers have agreed on the other twelve factors as more on less having at least 50% to 70% importance.

Even then, it is found that a learned background knowledge, circumstance, surrounding environment, family education, and academic knowledge also play a very significant role in developing the skill in Second Language.

VI. CONCLUSION

From the above study, it appears that there are points of similarity and dissimilarity between English and Bengali Sentences which helped a lot in learning English. The principal similarity is seen when the Wh word acts as the subject of the sentence in the case of Interrogative sentences. The basic causes of dissimilarity are seen in the case of Wh words when they act as objects, and also in the case of yes / no questions because in Bengali there is no Auxiliary verb in the case of interrogative sentences. In the matter of Question Tags, in comparison to English, we the Bengali-speaking people have our expression with the same objective as English. Thus in various ways of using Interrogative Sentences we, the Bengali-speaking people have some similarities as well as dissimilarities with the native speakers of English :Herbert H. Clark (1977)

The foregoing explication, exemplification, analysis, and interpretation have made it clear that the Bengali-speaking EFL learner encounters phonetic, phonological, morphological, syntactic, semantic, and pragmatic problems due to two fundamental causes.

The syllabus inevitably has to contain the linguistic items the learner lacks and wants in the sequence in which he/she will best learn and internalize them to use them correctly, appropriately, and spontaneously in his/her real-life communication. Corder (1973: 296) postulates -

A finished syllabus is an overall plan for the learning process. It, too, must specify what components, or learning items, must be available, or learned by a certain time; what is the most efficient sequence in which they are learned; what items can be learned "simultaneously"; what items are available from stock, i.e. already known; and the whole process is determined by considerations of how long it takes to produce or learn a component or item. The process is under continual scrutiny utilizing stock checks, or tests and examinations.

In other words, the syllabus first specifies the linguistic items according to the learner's needs and wants. It then orders the items as per their difficulty level and priorities in communication. It is especially recommended that the items which pose serious problems to the learner should be given more emphasis and sufficient treatment in the syllabus.

The learner him/herself cannot automatically take responsibility for the learning task. The teacher is then the right person to equip the learner with the capability of taking responsibility for his/her learning. And to do that, the teacher has to have adequate qualifications coupled with proper and perfect training. More specifically, the teacher has to have a thorough knowledge of the linguistic elements and a solid command of all the skills of the target language, on the one hand, and adequate expertise in and experience in contrastive analysis, needs analysis, syllabus design, material construction, adaptation, and adoption, teaching methods, use of equipment and testing on the other. To specify the teacher's competence and role, Maniruzzaman (1998: 98) propounds -

Therefore, the teacher has to be appropriately and adequately trained in psycholinguistics, sociolinguistics, pedagogy, and the target language to meet what the individual learner demands in the classroom.

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May 14, 2023 Political Impact and Importance of Türkiye's Presidential Election Abroad

Selin Çınar

ABSTRACT

According to the system of government in Türkiye, the president is the head of the state and the highest and most authorized person who shows his or her activities in legislative, executive, and judicial proceedings according to the constitution. In Turkish history, as of July 9, 2018, the parliamentary system was abolished and the presidential system was officially put into practice. On May 14, 2023, parliamentary elections and presidential elections will be held in Türkiye. In this year's elections, which take place every five years, the thirteenth president and the twenty-eighth term deputies will be announced. The presidential candidates are Recep Tayyip Erdoğan, Kemal Kılıçdaroğlu, Muharrem İnce and Sinan Oğan. These elections in Türkiye do not only have an impact within the country but also attract the attention of other because of to the country's geographic location and its international relations with other part of the world.

Keywords: türkiye's election; erdoğan; may 14.

Classification: LCC: JF2011-JF2112

Language: English

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Keywords: türkiye's election; erdoğan; may 14.

I. INTRODUCTION

The presidential and parliamentary elections, which are held every five years, were scheduled for June 18, 2023. However, the date of the elections was moved to May 14 due to a number of reasons, including the overlap in the dates of the annual university entrance exams for a segment of the country's population, seasonal working people, the religious season of the cross and summer holidays, and the perception of political uncertainty caused by the February 6, 2023, earthquake disaster, centered in Kahramanmaraş and affecting ten other cities, as well as the perception of political uncertainty that the elections would create due to the advanced date of the elections, so that they would not disrupt the public policies to be implemented after the earthquake After President Recep Tayyip Erdoğan approved and signed the early election decision according to Article 116 of the Turkish constitution, the date of the early elections was finalized after the approval of this decision was published in the official newspaper.

On May 14, the people will elect both the thirteenth president and the twenty-eighth parliamentary candidate at the same time. The Supreme Electoral Council (YSK) stated that thirty-six political parties will take part in the elections and that the political parties have formed four alliances: "People's", "Nation", "Ata" and "Labor and Freedom". The People's Alliance includes the Justice and Development Party (AKP), the Nationalist Movement Party (MHP), the Grand Union Party (BBP), and the Re-Refah parties. Outside parties that will support the People's Alliance include Hüdapar, the Democratic Left Party, and the Great Türkiye Party. In the National alliance, there are the Republican People's Party (CHP), the Good Party, the Deva Party, the Felicity Party, the Future Party, and the Democratic Party (DP). Other parties supporting the alliance from outside are the Labor Party of Türkiye, Independent Türkiye Party, Right Party, People's Liberation Party, Women's Party, Liberal Democratic Party, Nationalist Türkiye Party, Left Party, Türkiye Change Party, Communist Party of Türkiye, and Central Party. The Ata Alliance is composed of the Victory Party, the Justice Party, and the Turkish Alliance Party. The Labor and Freedom Alliance includes the Peoples' Democratic Party, the Workers' Party of Türkiye, the Labor Party, the

Labor Movement Party, and the Greens and Left Future Party.

There are four candidates for the presidency. The candidate of the People's Alliance is Recep Tayyip Erdoğan. The candidate of the National Alliance is Kemal Kılıçdaroğlu. The other candidates are Sinan Oğan, candidate for the ATA alliance, and Muharrem İnce, chairman of the Homeland Party. Even though there are four different presidential candidates, it can still be seen that the election race will be between two candidates, Recep Tayyip Erdoğan and Kemal Kılıçdaroğlu. The main reason for this is that the highest opposition vote against the current government belongs to the Republican People's Party according to previous election data.

As stated by the Supreme Election Commission, 60 million, 904 thousand, and 499 people within the country will be able to cast their votes on May 14. From abroad, 3 million, 286 thousand, and 786 people will go to the polls and cast their votes between April 27 and May 9. The total number of people who will vote both inside and outside the country is 64 million, 191 thousand, and 285 people.

The May elections in Türkiye will not only affect domestic politics but are also important for foreign countries. Both the geographical location of the country and its diplomatic relations increase its importance in terms of international relations. Even the Washington Post, in an article press 9 January 2023 titled "The World's Most Important Election in 2023 Will Be in Turkey", acknowledged that the elections significance in Türkiye. Because the elections consequences will be effect for Türkiye's mediator position in the Russia-Ukraine war, European Union process, relations with international politics, Finland-Sweden NATO process the fate of the Middle East, Africa, from a strategic point of view. As Ziya Meral says, "What happens in Türkiye doesn't just stay in Türkiye"(The World's Most Important Election in 2023 Will Be in Turkey, 2023).

II.   RESEARCH METHODOLOGY

This research paper is based on the qualitative research method of observation in the Türkiye. In the qualitative method, the researcher is the instrument of the research paper. The descriptive way of qualitative research is, according to the author's main objective, to be unbiased and aware of the importance of giving the data about phenomena. The author's approach is to cut away from personal perspectives when the research reports.

The author collected for this research paper generally written data from newspapers and oral data. The analysis of the written and oral data included three phrases: Initially, the researcher analyzed the information and explained the documents that were taken by geographical areas, followed by an explanation of the importance of the part information. Secondly, the data are analyzed and the details identified. After that, the major information is descriptive and compared to other geographies. The aim of the study is to examine and understand the combined expectations of the world's countries for the 2023 Turkish elections in behavioral ways.

III.   RUSSIA- UKRAINE

One of the most important aspects of the May 14th election in Türkiye is that the country's position on the 24 February 2022 date of the Russia-Ukraine war will become even more crucial during this election period.

If Recep Tayyip Erdoğan wins the elections again, he will maintain the position of neutrality he has maintained since the beginning of the war, but if someone else wins the government, whether neutrality will continue or not is important for both Russia and Ukraine in terms of Turkish foreign policy. So, these reasons explain why it gains vital.

At the same time since, Türkiye trades with both countries and is a member of NATO, Türkiye, Russia, and Ukraine. Recep Tayyip Erdogan, who is attending the 77th United Nations General Assembly in New York, gave an interview in which he was asked which country is superior to the other in the war between Russia and Ukraine;

"Honestly, as a leader, I am not looking for 'whether Russia is more effective or Ukraine is more effective'. Our only desire is for this war to end in peace. This has been my request and advice to both Mr. Putin and Mr. Zelensky. There is no winner in a war that results in the death of people" (Servisi, 2022).

He has always expressed his opposition to war and his neutrality unequivocally. On the one hand, the reason for Türkiye to remain neutral in the war between the two countries is to ensure its security of Türkiye. As seen in the Cold War Period or in World War I, Türkiye does not want to be a front country in the war. Because at the same time, the geographical security of the Black Sea is also in question here.

Relations play a key role. At the same time, the responsibility of the Montreux Agreement, signed on July 20, 1936, continues to rest with Türkiye. Convention and did not allow the passage of Russian ships by implementing Article 19 of the treaty, thus Türkiye did not make itself a front country in the war.

On the one hand, Türkiye has purchased S-400 missiles from Russia. In addition, Türkiye and Russia are jointly undertaking the Turkish Stream project. Another point, if we examine the relations between Türkiye and Ukraine, since Türkiye is a leading country in the defense industry, Türkiye is cooperating with Ukraine with unmanned aerial vehicles that Türkiye produces. At the same time, Türkiye imports wheat from Ukraine (GÖRÜŞ- Rusya-Ukrayna Savaşının Türkiye'ye Etkileri, n.d.). Although good relations were established with the Russia, Türkiye condemned Russia's behavior in NATO and expressed peace instead of war. However, Türkiye was not included in the embargo policy of European countries against conversations with Putin and Zelenski were not affected by the war situation. He spoke to the leaders via telephone. At the same time, Erdoğan visited Kiev.

In addition, in order to ensure peace, Erdoğan invited the leaders of both countries to the Antalya Diplomatic Forum in 2022 to ensure peace. The Antalya Diplomacy Forum, which was held between March 11 and 13 at the Belek Tourism Center and attended by more than 2000 people, including 20 heads of state, more than 70 ministers, 50 international organizations, and 500 journalists, was held at the ceremony of President Recep Tayyip Erdoğan. It was held this year with the theme of "Re-establishing Diplomacy". It was important to ensure that these intense talks were provided by Türkiye in terms of finding a solution to the conflict between Russia and Ukraine.

Türkiye has also clearly demonstrated its success in the field of diplomacy. The Antalya Diplomacy Forum gains importance as it is the first meeting between Russia and Ukraine since the beginning of the crisis. A very important meeting took place regarding the meeting of the foreign ministers of both countries. President Erdoğan met with Zelenski and Putin before the forum and conveyed his desire to bring both sides together.

In the Ukraine-Russian war, Türkiye has undertaken the mediation task to end the war as soon as possible and ensure peace. Following the peace talks held on March 11, which lasted for about 1.5 hours after Russia declared war on Ukraine. Ukrainian Foreign Affairs Minister Dmitro Kuleba told the press that this forum was the first time a meeting was held with Russia after Russia's attacks and that this was achieved by the Republic of Türkiye. He also stated that he supports every step towards a solution. He then said that there was a humanitarian tragedy in Ukraine and that he was trying to find a diplomatic solution. He said that the civilian population of Ukraine was used as a shield. He stressed that the Ukraine crisis should be resolved as soon as possible. (ADF—Antalya Diplomasi Forumu, n.d.) Finally, Russia reaffirmed its position toward NATO. In addition, Russian Foreign Minister Sergey Lavrov stated that this meeting was held at the suggestion of Erdoğan. Turkish Foreign Minister Mevlüt Çavuşoğlu said that he hopes the talks will have a positive effect on achieving stable peace. He also stated that he hoped the war would end as soon as possible. Mevlüt Çavuşoğlu also had one-on-one meetings with Ukrainian Foreign Minister Dmitro Kuleba

and Russian Foreign Minister Sergey Lavrov prior to the forum.

Then the three-way negotiations took place successfully. Mr. Cavusoglu stated that he would continue to work to restore peace and reconciliation. He also stated that mediation is an indispensable element. As the President of Türkiye's spokesman, Ambassador İbrahim Kalın stated that Türkiye, as a friend of both Russia and Ukraine, can provide any type of assistance to ensure peace in both countries. President Recep Tayyip Erdoğan's wife, Emine Erdogan, on the other hand, emphasized that Antalya was the heart of democracy until the 13th century BC and said that in order to strengthen solidarity, it is necessary to be united against all wars (Today, 2022).

According to foreign policy experts, these tripartite talks will be very effective. It was stated that the meeting held by both Russia and Ukraine was effective. In addition, Deputy President of Ukraine Mihay Podolyok said in a statement in Kiev that Recep Tayyip Erdogan understands the problem in the region.

Russia and Ukraine are interested in Türkiye's elections in May for a number of reasons. According to BBC Turkish, Yuri Mavashev, head of the Center for New Turkish Studies (YETAM), said that Russia is generally interested in the Turkish elections. He also said that;

> "Putin clearly does not want to recognize any other leader except Erdogan. I am 100 percent sure of this. It is easier with him, it is clearer and it is clearly seen that Putin supports Erdoğan" (Akpamuk, 2023).

Looking at Türkiye's foreign policy from the perspective of the National Alliance, presidential candidate Kemal Kılıçdaroğlu told Aydın Sezer that if he wins the elections, he will maintain a consistent relationship with Russia. But Yuri Marashev believes that Moscow does not have much of an opinion about Kılıçdaroğlu. The Russians see Kılıçdaroğlu as a European-backed candidate against Erdoğan.

Ukraine, on the other hand, has a neutral approach to the elections in Türkiye. It does not have a clear opinion. Yevgeniya Gaber, a Ukrainian foreign policy expert at the Atlantic Council, is grateful for Erdoğan's support for Ukraine. Although Gaber is grateful for this support, Ukraine is ready to welcome a new leader to Turkey. The reason for this is that relations between Türkiye and Ukraine are based on a long history and trust. (Rusya Ve Ukrayna, Türkiye'deki Seçimlere Nasıl Bakıyor, 2023). Relations between Russia, Ukraine, and Türkiye have become more visible since the outbreak of the war between Ukraine and Russia, with Türkiye acting as a mediator. If Recep Tayyip Erdoğan wins the elections again and comes to power, the foreign policy between these countries will continue to be stable. If the opposition wins, the long-established order of the Justice and Development Party, which has been in power in Türkiye for twenty-one years, will change radically. Although Kılıçdaroğlu has stated that if he wins the elections, he will adopt a consistent stance between Russia and Ukraine, Ali Babacan, who supports the national alliance, defends the behavior of the Europeans towards Russia. (Ukrayna'daki Savaşın Kaderini Türkiye'deki Seçimler Belirleyecek, 2023). Even within the National Alliance, there are disagreements on foreign policy, and it is unclear what kind of foreign policy he will adopt if he wins the elections.

IV.   SWEDEN-FINLAND

Two of the countries that came to the fore during the election process were Sweden and Finland. The process of both countries becoming members of NATO has also brought the relationship between them and Türkiye to the forefront. In order for a country to become a member of NATO, the unanimous approval of all countries present in NATO are required for the new member of country Türkiye, which has been a member of NATO since 1952, has given its approval for Finland to join NATO, while Sweden has not yet been approved.

(Ajansı, 2023). The beginning of the negotiations between Türkiye, Sweden, and Finland was

determined by the mutual expectations signed at the NATO Leaders' Summit in Madrid, Spain, on June 28, 2022 (Karşılıklı Beklentiler Işığında Türkiye Ve İsveç İlişkileri, n.d.). Türkiye made demands for Sweden's and Finland's membership in NATO to address Türkiye's security concerns, according to the memorandum signed in 2022 (BBC News Türkçe, 2022).

Finland and Türkiye have a long history of good relations, dating back to the friendship treaty signed in 1924. At the same time, Finland has accepted Türkiye's conditions and tried to fulfill them. On the other hand, Finland's solidarity did not go unnoticed by Erdoğan, who tried to help during the earthquake disaster in Türkiye on February 6, 2023:

> "The helping hand extended by Finland in the face of the earthquake disaster has strengthened our friendship. I would like to take this opportunity to once again thank the Finnish government and people for their solidarity and the aid they have sent." (Türkiye'den Finlandiya'nın NATO Üyeliğine Vize, 2023)

The May 14 elections are important for Sweden as they will determine whether Erdoğan and his Justice and Development Party will remain in power. Either Sweden will accept Türkiye's demands in order to become a member of NATO, or there will be renegotiations after the elections. Finland joined NATO before Sweden, becoming the thirty-first country to join NATO. Finland's President Sauli Niinistro has stated that talks with Recep Tayyip Erdogan have been held, and he believes that they will have a smooth process (Finlandiya NATO'nun 31. Üyesi Oldu, BBC News Türkçe, 2023). But if Erdoğan loses the elections, Finland, which is already a member, is unlikely to be affected much by the election results.

V.   UNITED STATES

Although the relations between Türkiye and the U.S have their differences and discrepancies, the White House and Ankara seem to have rational cooperation and understanding of foreign policies with each other. The main principles of foreign policy between the US and Türkiye are security

and defense mechanisms (BloombergHT, 2022). Before and after the elections, the politics between the US and Türkiye gain importance. The constant dialogue between Presidential Spokesperson İbrahim Kalın and US National Security Advisor Jake Sullivan addresses the events between the two countries from a broad perspective and pragmatically. On the other hand, the S-400 and Syria crises are still ongoing between the US and Türkiye. At the same time, the US has been neutral in the periodic tensions between Türkiye and Greece. The US administration, which also supports Sweden's recent membership in NATO, closely follows Türkiye-Sweden relations in this context. On the other hand, Turkish-US relations have developed especially in the field of trade in 2022, apart from defense and security. A volume of 28 billion dollars was achieved in January and October (Bloomberg HT, 2022). At the same time, the presence of nearly 980 US companies in Türkiye also shows developments in relations between the two countries. (Bülteni, 2018).

The US Ambassador to Ankara, Jeff Flake, paid a pre-election visit to Kemal Kılıçdaroğlu, who is running for the presidency. In addition, the US government has openly stated that it supports the National Alliance against Erdoğan in the elections (Euronews, 2020). This was also stated in a video in the program called The Weekly in 2022, prepared by the New York Times. (BBC News Turkish, 2020). In other words, if Kılıçdaroğlu wins, it seems that a closer and smoother relationship with the US will be maintained. Kılıçdaroğlu also stated that he would attract US investors to Türkiye. As for relations with NATO, it is expected that a path closer to Europe will be followed. (Yetkin, 2023). According to the research conducted by Foreign Policy magazine, in the article published in "What if Kemal Kilicdaroglu Wins Turkey's Election?", he mentioned the election processes and stated that Erdogan has a high chance of winning the elections. (2022'de Türkiye-ABD İlişkileri: Ortak Çalışma Grubu Ve ABD Kongre Seçimleri, n.d.). Regardless of the election results, it can be predicted that the situation regarding Syria, defence and security relations will continue to be ongoing.

VI.   EUROPE REGION

The importance of the May 14 elections for Europe can be categorized under the following countries: Germany, Spain, France, Greece, and Cyprus. In Germany, where many Turkish citizens reside, German Chancellor Olaf Scholz and Türkiye maintain a harmonious relationship (Nû, n.d.). Both countries are strategically important to each other. For Germany, which follows a neutral policy in the elections, the importance of these elections is the political policy between the two countries and their communication on migration and refugees. In 2023, the foreign trade partnership between Germany and Türkiye will gain importance. Therefore, the election results will directly and strategically affect relations with Germany.

Spain, which has historically maintained good relations with Türkiye, has consistently maintained good relations. The reason for this can be interpreted as the fact that they have historical commonalities. Spain is important for Türkiye because it supports Türkiye's accession to the EU, and Türkiye sees Spain as a true friend in Europe. Whatever the results of the elections between Türkiye and Spain, it is expected that a harmonious and real relationship between Spain and Türkiye can be maintained.

France is also at significant with Türkiye over the East Aegean issue. This will be especially evident in 2020 with France's open support for Greece. Recep Tayyip Erdoğan and Macron last met about the earthquake on February 6, and both NATO allies took into account the situation in Ukraine and Russia. In other words, the importance of the May 14th elections is important for France, as it is for Greece, for the Eastern Mediterranean policy, and for the Russia-Ukraine war situation.

One of the problems between Greece and Türkiye is the Eastern Mediterranean. The beginning of the Eastern Mediterranean problem between Türkiye and Greece started with the Greek Cypriot region's involvement in international agreements. The Greek Cypriot administration carried out hydrocarbon studies in the overlapping area belonging to Türkiye, the Turkish Republic of Northern Cyprus, and the

Greek Cypriots. Türkiye then invited Greece to talk about the issue, but Athens chose to ignore the calls (5 Soruda Doğu Akdeniz'de Neler Oluyor?, n.d.). The Aegean issue, on the other hand, is a different matter and dates back to the 1970s. The problems in the Aegean Sea can be categorized as territorial waters, militarization, national airspace, and search and rescue activities.

One of the main problems is that the maritime boundary between the two countries is not clearly defined, even though it should be. This includes areas where the coasts are next to each other. Greece's territorial waters make up 40%, but Greece wants to increase its territorial waters to 70%. The size of the high seas would thus fall to 19%, while the size of Türkiye's territorial waters would fall to 10% if this were to happen. This raises the question of geographical docking.

As for the issue of disarmament, it was approved by the Treaty of Lausanne and the Paris Agreement and is still in force. However, since 1960, Greece has acted against the agreement and armed the islands. The issue of national airspace is again rooted in territorial waters. Since there is no defined border in the territorial waters, it also affects the airspace according to the rules of international law. Finally, search and rescue activities were defined by the Hamburg Convention in 1979, but coordination in the Aegean has still not been established. Türkiye has defined its own area and continues its activities. But Greece continues to be in dispute. (Ege Sorunu Nedir, Ne Demek? TÜBİTAK Ansiklopedi Ile Ege Sorunu Ne Anlama Gelir Ve Neyi İfade Eder?, 2023).

Cyprus, the Aegean, and the Eastern Mediterranean are just a few of the many problems that have remained unresolved for years. This is precisely why the elections in Türkiye directly affect the relations between the two neighboring countries. Because Greece will go to elections in 2023 and Prime Minister Mitsotakis is in favor of not overlapping the election dates with Türkiye (Merkezi, 2023a). Greek's Foreign Minister Nikos Dendias made the following remarks about the elections in Türkiye: February 6, 2023:

"I hope that after the elections in Türkiye, whatever the outcome of the elections, conditions will prevail that will allow for a gradual improvement of relations" (Service, 2022).

VII. MIDDLE EAST

Türkiye's strategic depth starts in the Middle East. This strategic depth is shaped by geoeconomic and geographical factors. Immigration policies and security policies follow each other. Türkiye is itself a Middle Eastern country, and its overall policy in the region is based on a peaceful and unifying attitude that embraces its people. Achieving a lasting peace is one of the main goals of Turkish foreign policy. Türkiye's High-Level Strategic Cooperation Council seeks to sustain Türkiye-Middle East foreign policy relations. In other words, Türkiye's post-election economic, peaceful, and cooperative policy is important for the Middle East. For Azerbaijan and Türkiye, which characterize each other as two brotherly countries, Türkiye's support for Karabakh gains importance in these elections. If there is a change of government, the developments between Türkiye and Azerbaijan are not expected to be affected, but there may be changes to the Middle East policy.

VIII. CONCLUSION

As a result, the May 14th elections in Türkiye have gained importance not only within the country but also on the world agenda. The main reasons for this are the country's geographical importance with its territories in Asia and Europe, its mediation role in the Russia-Ukraine war, the NATO processes of Switzerland and Finland, its foreign policy communication with the US, the large number of Turks residing in the European region, especially in Germany, and its trade relations; Türkiye's historically good relations with Spain and its support for Türkiye's accession to the EU, the dispute with Greece over Cyprus and the seas; the role of France; and Türkiye's role in the Middle East, migration policy, security, and Karabakh. It is precisely for these reasons that the elections in Türkiye affect the world. As

Deputy Chairman Numan Kurtulmuş said, "This is the election of the century." (İha, 2023)"

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