ICEL 2022

The International Congress of Educational Sciences and Linguists

29-30 November 2022, The Netherlands

PROCEEDINGS BOOK

ISBN: 978-625-8284-26-3

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Editor

Prof. Dr. Emilia ALAVERDOV

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CONGRESS PROGRAM

With **21 papers-34 academics/researchers** from **14 countries**:

1. TÜRKİYE	2. INDONESIA
3. AZERBAIJAN	4. GEORGIA
5. INDIA	6. KOSOVO
7. MALAYSIA	8. BRASIL
9. PAKISTAN	10. THE NETHERLANDS
11. NIGERIA	12. CHINA
13. MACEDONIA	14. FRANCE

Total Participant: 39
Presentations will be in only English.
There are 2 virtual conference rooms
The congress was organized according to Turkey time. To calculate the time for your country:
The World Clock — Worldwide

29 November 2022 Tuesday 09:45-10:00	**The International Congress of Educational Sciences and Linguists (ICEL 2022)** **Time** **Nov 29, 2022 10:00 AM Istanbul** **Meeting ID 846 8330 4424** **Security Passcode 137353** **Join Zoom Meeting** **https://us06web.zoom.us/j/84683304424?pwd=Mi9kL0FXaGlJcGFvcGdCQVN1ZzVVQT09**
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12:00-12:30	Coffee Break- Lunch
13:00-17:00	Online Sessions
30 November 2022 Wednesday 10:00-13:00	Online Sessions **The International Congress of Educational Sciences and Linguists (ICEL 2022)** **Time** **Nov 30, 2022 10:00 AM Istanbul** **Meeting ID 899 4113 0001** **Security Passcode 169783** **Join Zoom Meeting** **https://us06web.zoom.us/j/89941130001?pwd=MDhsQ2VIc0EzVjFlano3RlIPSWRrUT09**

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Room-I	Tuesday, 29 November 2022	Moderator
	13:00-17:00	Assist. Prof. Enkeleda LULAJ Novriest UMBU
Room-II	Wednesday, 30 November 2022	Moderator
	10:00-13:00	Novriest UMBU & Rizki Amalia

Tuesday, 29 November 2022 Room I

Room-I	Tuesday, 29 November 2022 13:00-17:00	Moderator	Assist. Prof. Enkeleda LULAJ Novriest UMBU

1. **Marco I BONELLI-**Bloomberg Terminals as a Learning Tool for Business Students: applications and discussion
2. **Lec. Dr. Dr. Eren ALKAN**-Relationship Between Language and Meaning: "Leda and the Swan" by William Butler Yeats
3. **Nesli Çiğdem SARAL**-Social Contextual Influences on Efl Teachers' Motivation During The Pandemic in Turkey
4. **Imron Wakhid HARITS**-Teaching Literary Tourism to promote Madura Island as Halal Tourist Destination
5. **Musa KAYA & Abdulvahap AVSAR**- Examining Narrative Based and Informative Texts in Terms of Word and Sentence Usage in Teaching Turkish as a Foreign Language
6. **Musa KAYA & Osman DEMIREL-**Geographical and Cultural Effects on Teaching Turkish As A Foreign Language: The Case of Asian And Pacific Countries
7. **Ergün YURTBAKAN**-Metaphoric Perceptions of Primary School Students on Reading, Writing, Speaking and Listening Skills
8. **Yusuf KALINKARA & Oğuzhan OZDEMIR**-Metaverse as a learning tool: sample applications
9. **Md. Harun RASHID, Wei LI-**Discuss various writing techniques in order to find solutions to its problems
10. **Gamze EMIR-**The 'Speaking Clubs' as a Social Learning Place
11. **Fatma SEZGIN-**Use of Written Corrective Feedback with a Web-Based Tool
12. **Zeliha Sema HALDAN & Assoc. Prof. Timur KOPARAN**- Integrating Augmented Reality Applications into Mathematics Teaching

Wednesday, 30 November 2022

Room-II

Room-II	30 November 2022	Moderator
	10:00-13:00	Novriest UMBU & Rizki Amalia

Wednesday, 30 November 2022: Room-II

Room-II	**Wednesday, 30 November 2022 10:00-13:00**	**Moderator**	**Novriest UMBU & Rizki Amalia**

1. **Ulkar MAHMUDOVA-**Ecological results of creation of average kura cascade and other reservoirs
2. **Hikmat HASANOV & Ismayil ZEYNALOV-**Using low-orbit satellites as the main resource for creating a recreational industry on a regional and global scale (on example of Azerbaijan)
3. **Md. Harun RASHID, Wei LI-** Propose inventive stimulus materials to dealing the challenges
4. **Tommy Cristovel TANGKEY, Putri HERGIANASARI, Richard G. MAYOPU-**Sustainable Tourism Development Strategy in an Effort to Attract International Tourists in the Era of the Covid-19 Pandemic in 2019-2021 in the Province of Bali
5. **Dr. A. Shameem & Anna JOB,** Fintech and Technological Disruption and Transformation of Insurance Sector
6. **Dr. R. SRINIVASAN & N. R. Mohan RAGAVENDRA-**A Analysis of the Reverse Logistics System
7. **R. Divyaranjani, Dr. Sandeep Kumar GUPTA, Mr. Dolan RAJKUMAR**-A Comparative Study on the Performance of Indian Ports That Handle Bulk Cargo
8. **Dr.Suci SURYANI, M.Pd.-** Batik Entrepreneurs: a Gender Study of Madurase Women against its Local Tradition
9. **Inci DEMIR**- Investigating Initiation Response and Feedback Pattern in a Pre-Intermediate Class at an English Preparatory Program of a University in Turkey

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Bloomberg Terminals asa Learning Tool for Business Students: Applications and Discussion

Marco I. Bonelli, *PhD – Dayanda Sagar Business School Bangalore, Karnataka-India*

Abstract

Traditional education tends to emphasize acquiring knowledge and demonstrating an understanding of facts and ideas. While knowledge and comprehension do form the foundation of a good education, there is increasing evidence that use of a larger practical component enhances business school students' performance. In turn, we argue that educators should therefore try to equip students for the technology they are likely to encounter and the skills they are likely to need. This paper provides a series of applications using the Bloomberg Professional Service designed to contribute to the quality of education and provide students with the opportunity for engaging hands-on training and the confidence to be effective in the workplace.

Keywords: Bloomberg, Bloomberg Professional Service (BPS), Learning Tool, Technology, Excel, Experiential Learning, Investments.

Introduction

Duggal (2006) was one of the first scholars to advocate the use of technology in finance literacy to promote active teaching, he therefore suggested the use of finance laboratories. The use of labs has been a powerful resource for enhancing student learning experiences.

A primary focus of business schools today is to ensure that students are equipped with the knowledge, tools, and skills necessary to succeed in an increasingly competitive workplace. One of the ways this has been accomplished is by integrating relevant professional technologies into the curriculum. Pfeffer and Fong (2002) have suggested that a larger clinical or practical component may be essential to imparting lasting knowledge that affects the performance of business school graduates. This opinion has been confirmed by Hawtrey (2007) who states that students expect an enhanced learning experience and indicate a clear preference for experiential learning, although Hawtrey makes no claims about the benefits of experiential learning. Within the finance curriculum, Investments courses are often used to elevate learning from the lower cognitive levels of knowledge and comprehension to higher cognitive levels of analysis, synthesis, and evaluation. Schadler (2007) provides examples of how practical learning experiences using readily available sources can be easily incorporated in Investments courses to achieve higher levels of learning, while Payne and Tanner (2011) propose a financial technology course in the undergraduate finance curriculum. To further their mission, many business schools have therefore made substantial programmatic allocations to experiential learning tools like students ‘managed investment funds (Mallet, Belcher & Boyd, 2010), dedicated physical facilities like trading labs (Kish & Hogan, 2012), and specialized industry-standard information technologies like the Bloomberg Professional Service (BPS) (Coe, 2007; Scott, 2010). BPS has been a source of financial information and research since the mid 1980’s when Michael Bloomberg created the platform and began marketing it to investment banks around the world. Today, Bloomberg terminals (computers which allow access to BPS) are found in many different environments, in both financial and non-financial institutions, and many thousands of users worldwide utilize BPS in their everyday professional lives. In addition to BPS, other platforms (for example, Thomson Reuters, FactSet, Standard and Poor’s Capital IQ, and Morningstar Direct) also provide various combinations of news, historic and current data, analytical tools, research capabilities, communication, and transactional capabilities. Although there are several avenues for students and professionals to acquire financial information, our paper focuses on BPS, with its seamless integration of data, news, and analytics, providing a powerful and flexible all-inclusive platform. Our experience has shown us that BPS can also enrich curriculum and empower students. Students are empowered knowing that they are using the same information platform utilized by many decision makers and top executives in business, finance, and government. The students are using a tool that is powerful and flexible due to its ability to seamlessly integrate historical and real-time business data, news, and analytics in a single comprehensive platform. As such, BPS can bring the world of business and finance to the classroom and expose students to content needed in the profession. While there are certainly many sources of financial information, BPS terminals have been increasingly finding their way into academic settings and this is our primary focus. In addition, it provides them with an important tool of employability (Sharma, 2015), because it brings them closer to real experiences. The use of statistical packages and finance has increased in

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the teaching of international finance (Sharma, 2015), as well as the use and analysis of accounting, economic and finance in real time.

In this paper, we describe a few possible ways to enhance the learning experience by integrating the BPS platform into Investments courses.

Bloomberg in Colleges and Universities

Scott (2010) reports 868 Bloomberg terminals at 382 colleges and universities in 2007. According to Bloomberg LP, there has been significant growth in Bloomberg's presence across the top institutions worldwide in recent years. Academic institutions now employ over 6,000 terminals (personal communication, J. Pannikot, Bloomberg LP, October 9, 2014). In introducing BPS, Scott also describes his experience in teaching a one-credit Bloomberg Certification course to upper-level undergraduate students. The Bloomberg Certification training, which is part of BPS and offered on the terminals themselves, reduces students' apprehensions about the extent of information and complexity of the system, while also providing them with external validation for their efforts. While the structure and content of the training modules has evolved over time, the pedagogical process described by Scott can still be applied today. The familiarity and skill derived because of the certification process can then be applied to specific classroom situations. Coe (2007) believes that use of Bloomberg technology brings increased currency in the education that finance classes offer to students, enhances the students' ability to analyze data and communicate information and facilitates the transition from the classroom to the workplace. BPS contains a wide array of current and historic information. Coe illustrates its use in explaining some concepts in financial management, investments, international finance, derivatives, and banking courses. More importantly, Coe finds that despite the perception of having a high cost, a BPS terminal can be a cost-effective and convenient alternative to library resources. The use of BPS terminals in a classroom setting can have many benefits for students. It can increase the students' ability to perform research and analysis in nearly every facet of finance and provide them with a competitive advantage in a competitive job market. Equity, fixed income, foreign exchange, and commodity analytics are enhanced greatly by the ability to find, interpret, and integrate relevant information. Use of BPS terminals is not restricted merely to the Finance curriculum as BPS functionality can

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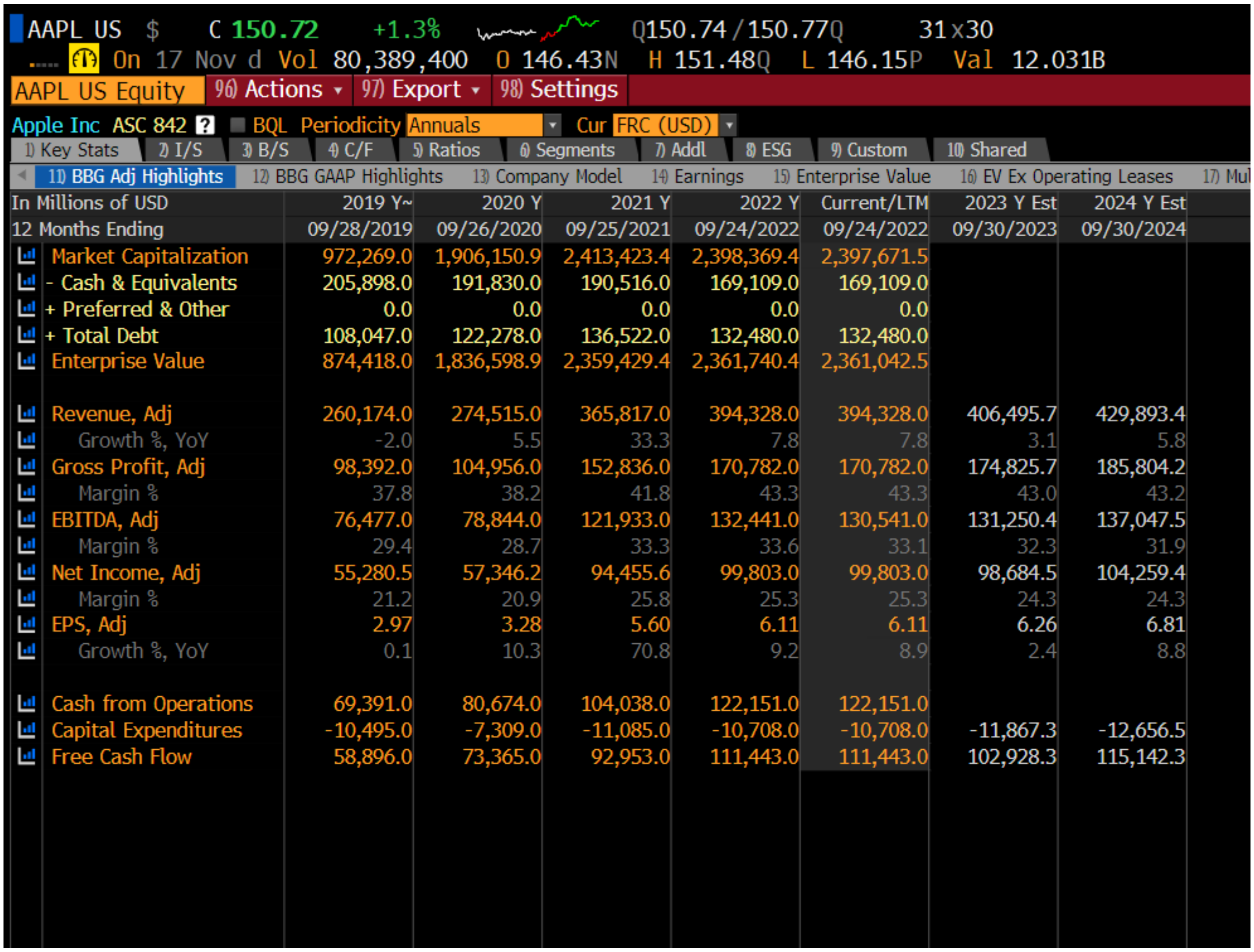
be useful not just in related disciplines like Accounting and Economics, but also in Market Research, Supply Chain Management, Data Analytics, and International Business courses.

Examples of Bloomberg Assignments

These assignments presume a basic working familiarity with the Bloomberg terminal. Students gain an increasing familiarity with the Bloomberg terminals over the course of the semester by completing the Certification process interspersed with some combination of the assignments described in this section. The Bloomberg Certification process itself is described by Scott (2010) and currently comprises five modules. The first module comprises four units and is collectively called Bloomberg Essentials while the next four modules offer exposure to equity, fixed income, foreign exchange, and commodities. We expect all our students to complete each of these modules. The assignments are normally used in Investment's introductory courses, and they are supposed to increase students' confidence in working with the Bloomberg terminals and help reinforce the theoretical concepts which are introduced in this course. These assignments are presented below:

ASSIGNMENT 1 (Basic Financial Analysis): This assignment explores the various financial statements over time and interprets key statistics and ratios. Steps for Completion: Log in to your Bloomberg account; begin typing the company name (an example would be "Apple Computer") into the command bar at the top of the screen; then, use the mouse to click on the desired auto-filled option (an example would be APPL US EQUITY). Once the company home page has been accessed, type "FA" into the command bar and press enter to access financial statement information. Explore the various options available. Deliverables: Attach a single landscape-mode screen capture of the "Key Stats" tab to your one-page report. Your one-page report should (1) present the Gross Profit Margin (a Profitability Ratio), Interest Coverage Ratio (a Debt Ratio), Quick Ratio (a liquidity Ratio), Daily Sales Outstanding (an Effectiveness Ratio), and the P/E Ratio (a Market Ratio) for the most recent year, and (2) very briefly explain the calculation of each ratio, and the trend in each of these ratios over the past five years.

Exhibit 1 from BPS (Assignment 1)



In Millions of USD	2019 Y~	2020 Y	2021 Y	2022 Y	Current/LTM	2023 Y Est	2024 Y Est
12 Months Ending	09/28/2019	09/26/2020	09/25/2021	09/24/2022	09/24/2022	09/30/2023	09/30/2024
Market Capitalization	972,269.0	1,906,150.9	2,413,423.4	2,398,369.4	2,397,671.5		
- Cash & Equivalents	205,898.0	191,830.0	190,516.0	169,109.0	169,109.0		
+ Preferred & Other	0.0	0.0	0.0	0.0	0.0		
+ Total Debt	108,047.0	122,278.0	136,522.0	132,480.0	132,480.0		
Enterprise Value	874,418.0	1,836,598.9	2,359,429.4	2,361,740.4	2,361,042.5		
Revenue, Adj	260,174.0	274,515.0	365,817.0	394,328.0	394,328.0	406,495.7	429,893.4
Growth %, YoY	-2.0	5.5	33.3	7.8	7.8	3.1	5.8
Gross Profit, Adj	98,392.0	104,956.0	152,836.0	170,782.0	170,782.0	174,825.7	185,804.2
Margin %	37.8	38.2	41.8	43.3	43.3	43.0	43.2
EBITDA, Adj	76,477.0	78,844.0	121,933.0	132,441.0	130,541.0	131,250.4	137,047.5
Margin %	29.4	28.7	33.3	33.6	33.1	32.3	31.9
Net Income, Adj	55,280.5	57,346.2	94,455.6	99,803.0	99,803.0	98,684.5	104,259.4
Margin %	21.2	20.9	25.8	25.3	25.3	24.3	24.3
EPS, Adj	2.97	3.28	5.60	6.11	6.11	6.26	6.81
Growth %, YoY	0.1	10.3	70.8	9.2	8.9	2.4	8.8
Cash from Operations	69,391.0	80,674.0	104,038.0	122,151.0	122,151.0		
Capital Expenditures	-10,495.0	-7,309.0	-11,085.0	-10,708.0	-10,708.0	-11,867.3	-12,656.5
Free Cash Flow	58,896.0	73,365.0	92,953.0	111,443.0	111,443.0	102,928.3	115,142.3

ASSIGNMENT 2 (Beta): This assignment will reinforce the concept of beta for a given company. Steps for Completion: Once the home page for a company has been accessed, type "BETA" into the command bar and press "ENTER". Explore the various options available. Deliverables: Attach a single landscape-mode screen capture of the data to your one-page report. Your one-page report should (1) present the beta value obtained using sixty monthly observations, (2) briefly explain the relevance of R2 in the linear regression analysis, and (3) comment on the relative systematic risk of your company.

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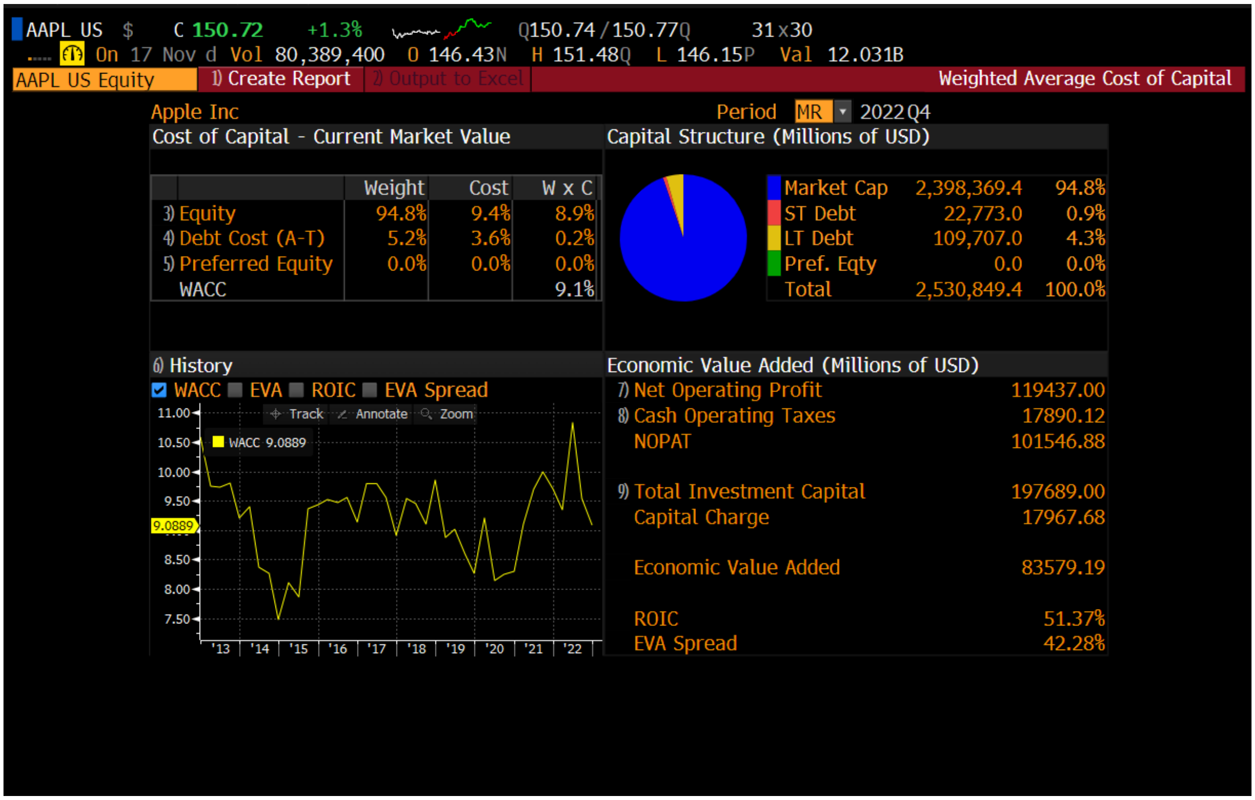
Exhibit 2 from BPS (Assignment 2)

ASSIGNMENT 3 (Weighted Average Cost of Capital): This assignment will reinforce the concept of WACC for a given company. Steps for Completion: Once the home page for a company has been accessed, type “WACC” into the command bar and press enter. Explore the various options available. Deliverables: Attach a single landscape-mode screen capture of the data to your one-page report. Your one-page report should (1) present the WACC value obtained for the most recent

time period, (2) briefly explain the calculation of the cost of each capital component, and (3) comment on the relevance of the EVA spread and its trend over the past few years.

Exhibit 3 from BPS (Assignment 3)



ASSIGNMENT 4 (Prices and Returns): This assignment reinforces the concept of prices and returns and provides a histogram of returns as an introduction to the concept of risk. Steps for Completion: Once the home page for a company has been accessed, explore Historic Prices by typing “HP” into the command bar and pressing enter. Familiarize yourself with the various options available. Change the period from daily to yearly, customize the date range to include 15-20 years of data, and press enter to view year-end prices along with the high and low prices over the selected period. Access the Historic Returns Histogram by typing “HRH” into the command bar and pressing enter. Explore the various options available. Change the Type to Total Return and the Period to Monthly and customize the date range to include about 200 observations and the number of bins to 10. Then press enter to view a histogram of monthly total returns and some other

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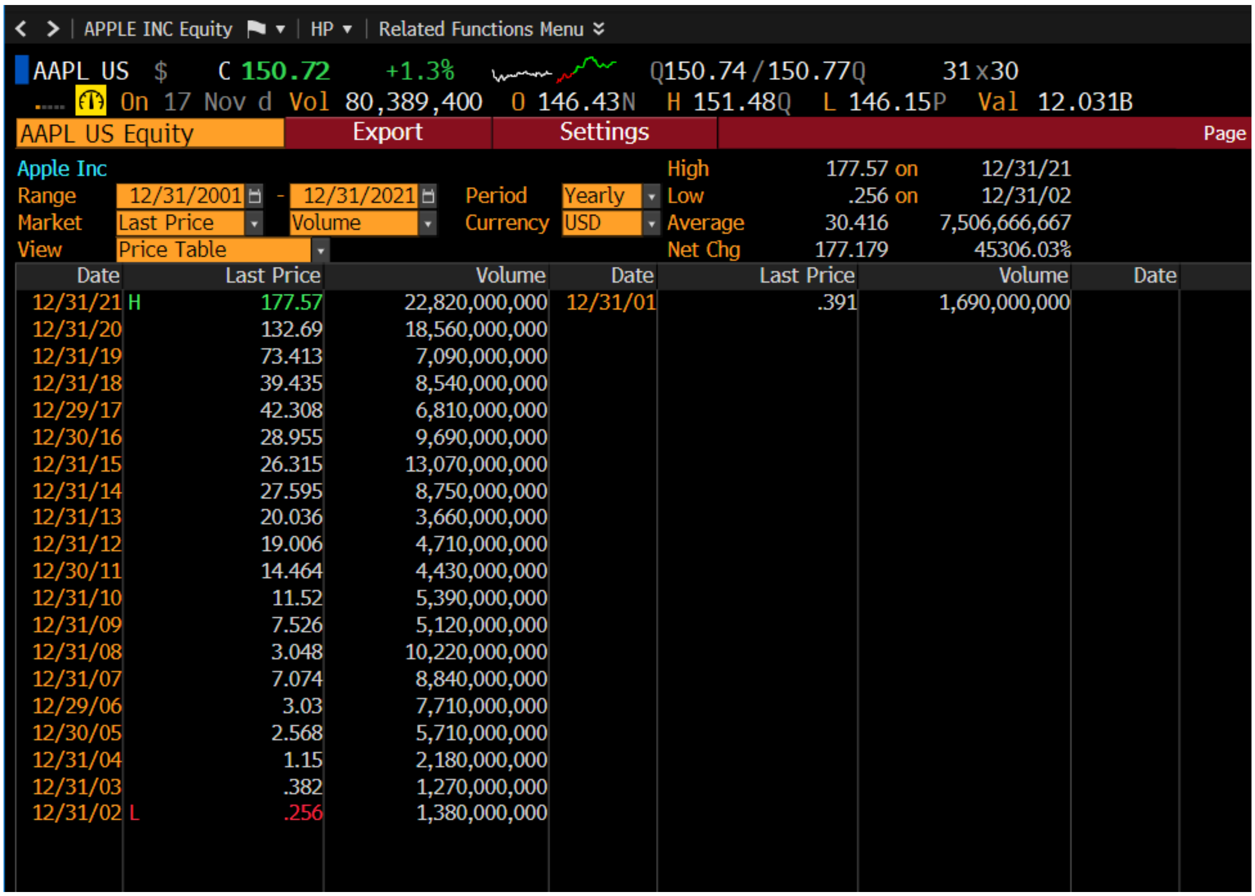
univariate statistics over the selected period. Deliverables: Attach one landscape-mode screen capture of the Historic Prices data and a second screen capture of the Historic Returns Histogram to your one-page report. Your one-page report should (1) identify the average monthly return over the selected period, (2) explain how the price range and the standard deviation can be a proxy for risk, (3) explain the trend in prices over the selected period, and (4) explain the difference between price return and total return.

Exhibit 4 from BPS (Assignment 4)


APPLE INC Equity | HP | Related Functions Menu

AAPL US $ C 150.72 +1.3% Q150.74 / 150.77Q 31 x 30

On 17 Nov d Vol 80,389,400 O 146.43N H 151.48Q L 146.15P Val 12.031B

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Apple Inc

Range 12/31/2001 - 12/31/2021 Period Yearly

Market Last Price Volume Currency USD

View Price Table

High 177.57 on 12/31/21

Low .256 on 12/31/02

Average 30.416 7,506,666,667

Net Chg 177.179 45306.03%

Date	Last Price	Volume	Date	Last Price	Volume	Date
12/31/21 H	177.57	22,820,000,000	12/31/01	.391	1,690,000,000	
12/31/20	132.69	18,560,000,000				
12/31/19	73.413	7,090,000,000				
12/31/18	39.435	8,540,000,000				
12/29/17	42.308	6,810,000,000				
12/30/16	28.955	9,690,000,000				
12/31/15	26.315	13,070,000,000				
12/31/14	27.595	8,750,000,000				
12/31/13	20.036	3,660,000,000				
12/31/12	19.006	4,710,000,000				
12/30/11	14.464	4,430,000,000				
12/31/10	11.52	5,390,000,000				
12/31/09	7.526	5,120,000,000				
12/31/08	3.048	10,220,000,000				
12/31/07	7.074	8,840,000,000				
12/29/06	3.03	7,710,000,000				
12/30/05	2.568	5,710,000,000				
12/31/04	1.15	2,180,000,000				
12/31/03	.382	1,270,000,000				
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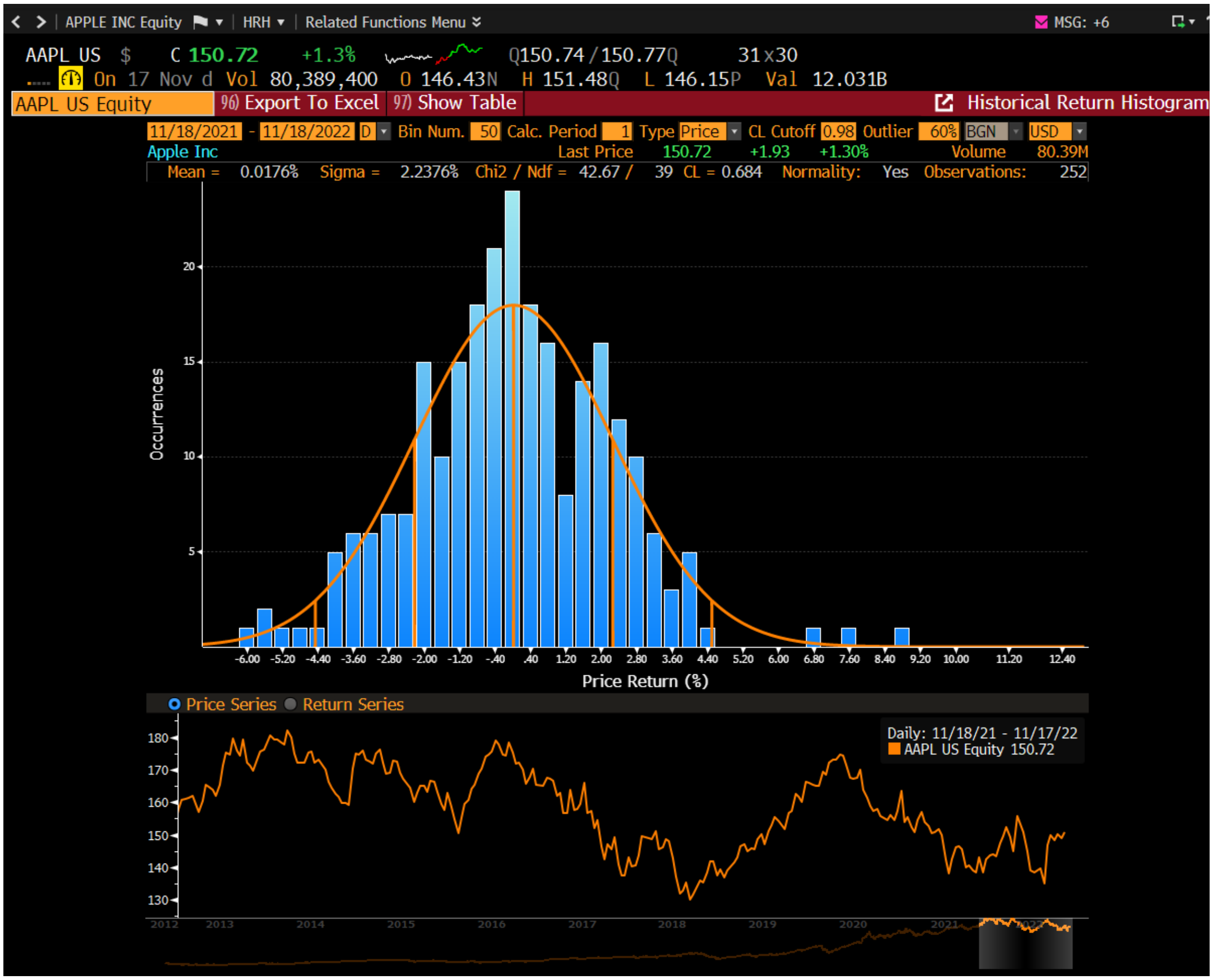
Exhibit 5 from BPS (Assignment 4)



ASSIGNMENT 5 (Economic Analysis): This assignment increases awareness of the many available economic indicators useful to both finance and economics majors. Steps for Completion: After logging in, type "ECOF" into the command bar and press enter to access the Economic data, Finder. Here, you will see a menu of several categories of economic information. Explore the various options available and obtain the University of Michigan survey 1yr ahead inflation expectations along with the most current Unemployment Rate from the Bureau of Labor Statistics. You can also use the mnemonic "ECST" to search for various World Economic Statistics. Deliverables: Attach a landscape-mode screen capture of the inflation expectations and a second screen capture of the unemployment rate to your one-page report. Your one-page report should (1)

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identify the expected rate of inflation and describe how inflation expectations have changed over the past three years, (2) describe the relationship between education and the unemployment rate, (3) explain the concept of Leading, Coincident, and Lagging economic indicators, and (4) make a forward-looking inference about the state of the economy, citing specific information (obtained in your explorations) which supports your opinion.

Exhibit 6 from BPS (Assignment 5)

Text	Ticker	Q4 2022 Oct	Q3 2022 Sep	Aug	Jul	Q2 2022 Jun
National Accounts						
101) Real GDP (qoq %, saar)	GDP CQOQ I...		2.6			-0.6
102) Real GDP (yoy %)	GDP CYOY I...		1.8			1.8
103) Personal Consumption (qoq %, saar)	GDPCTOT% I...		1.4			2.0
104) Private Investment (qoq %, saar)	GPDITOC% I...		-8.5			-14.1
105) Gov't Spending (qoq %, saar)	GPGSTOC% I...		2.4			-1.6
106) Change in Inventories (USD bn)	RGCDCIPI I...		61.9			110.2
107) Nominal GDP (USD bn)	GDP CUR$ I...		25663.29			25248.48
108) Nominal GDP (yoy %)	GDP CURY I...		9.0			9.6
109) GDP Price Deflator (qoq %, saar)	GDP PIQQ I...		4.1			9.0
110) Core PCE Deflator (qoq %, saar)	GDPCPCEC I...		4.5			4.7
Consumer Prices						
111) Consumer Price Index (yoy %)	CPI YOY In...	7.7	8.2	8.3	8.5	9.1
112) CPI ex-Food & Energy (yoy %)	CPI XYOY I...	6.3	6.6	6.3	5.9	5.9
113) PCE Price Index (yoy %)	PCE DEFY In...	--	6.2	6.2	6.4	7.0
114) Core PCE Index (yoy %)	PCE CYOY I...	--	5.146650	4.893450	4.672740	5.035410
115) Consumer Price Index (mom %)	CPI CHNG I...	0.4	0.4	0.1	-0.0	1.3
116) CPI ex-Food & Energy (mom %)	CPUPXCHG I...	0.3	0.6	0.6	0.3	0.7
Producer Prices						
117) PPI Final Demand (mom%, sa)	FDIDFDMO I...	0.2	0.2	-0.0	-0.4	0.9
118) PPI Final Demand ex Foods & Energy (mom%, sa)	FDIDSGMO I...	0.0	0.2	0.4	0.3	0.3
119) PPI Final Demand (yoy%)	FDIUFDYO I...	8.0	8.4	8.7	9.7	11.2
120) PPI Final Demand ex Foods & Energy (yoy%)	FDIUSGYO I...	6.7	7.1	7.2	7.6	8.3
Labor Market						
121) Unemployment Rate (%)	USURTOT In...	3.7	3.5	3.7	3.5	3.6

ASSIGNMENT 6 (Industry Analysis): This assignment provides the components necessary for the second step in a three-step (Economic, Industry, Company) top-down fundamental analysis. Steps for Completion: After logging in, type "BI" into the command bar and press enter to view a list of ten Industries. Select the Health Care industry and then select the Medical Device sector. You will see various categories of information on the left side of the screen, and several key measures on

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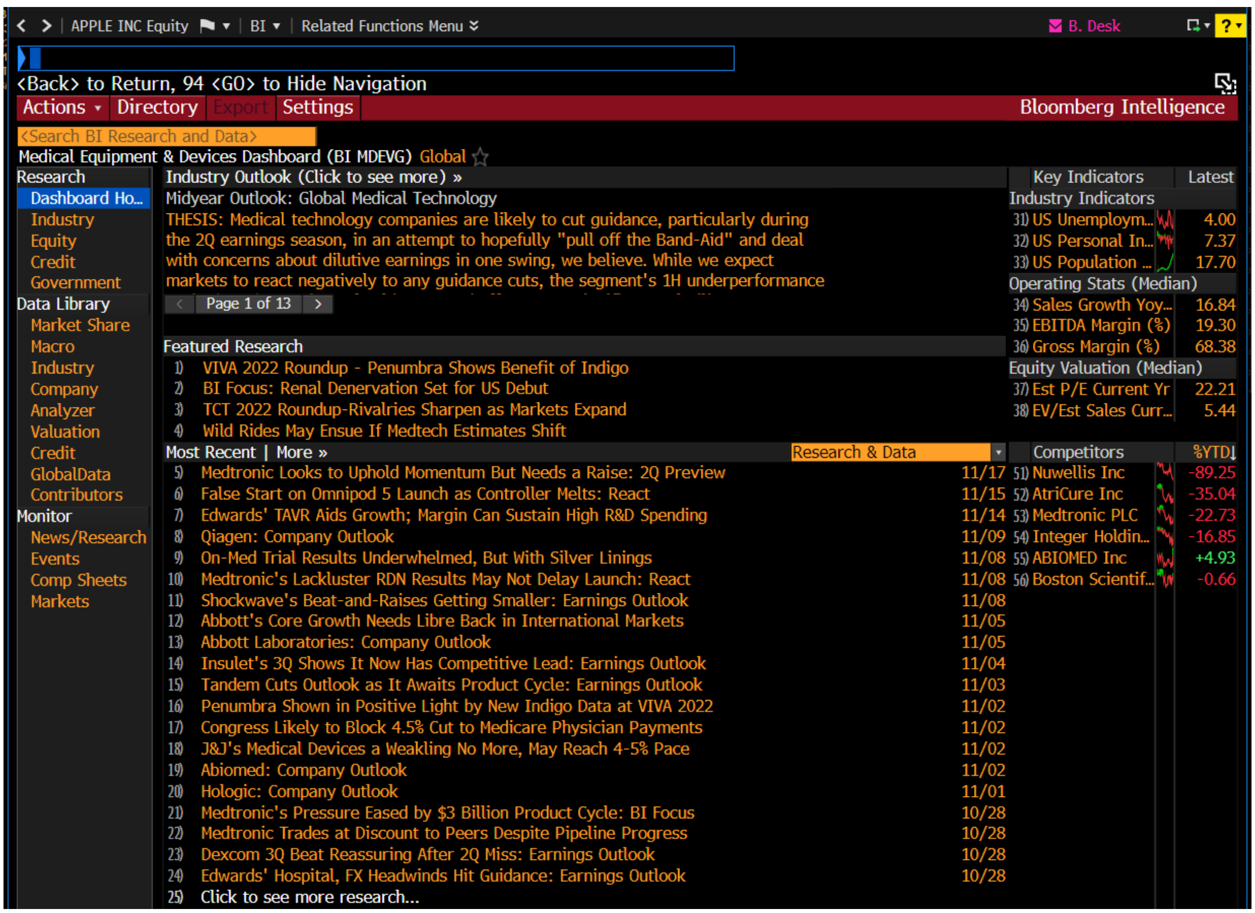
the right side of your screen. Explore the various options available. Deliverables: Attach a landscape-mode screen capture of the Medical Device sector home screen to your one-page report. Your one-page report should (1) identify 4 of the largest companies in this sector and their ESG (Environmental, Social, and Governance) rank, (2) highlight the average 1yr Total Return, forward P/E Ratio, and Dividend Yield for the sector, (3) explain how you might incorporate the ESG rank in the investment process, and (4) make an inference about the prospects for the Medical Device sector, citing specific information (obtained in your explorations) which supports your opinion.

Exhibit 7 from BPS (Assignment 6)



ASSIGNMENT 7 (Company Analysis): This assignment initiates company analysis by familiarizing students with the who (Management), the what (Product segmentation), and the where (Geographic Segmentation) of the company. Steps for Completion: Once the home page for

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a company has been accessed, type "DES" into the command bar and press enter to view a broad company description. Then, type "FA" into the command bar and press enter to review the many options available for analysis including the Segments tab for revenue by region and revenue by line of business. Then, type "MGMT" into the command bar to explore company management. Deliverables: Using information for the most recent year, your one-page report should (1) highlight the proportion of revenue derived in the U.S., (2) highlight the proportion of revenue derived from Non-Alcoholic Beverages, and (3) identify the CEO and CFO, with information about their age and their tenure in that position.

Exhibit 8 from BPS (Assignment 7)

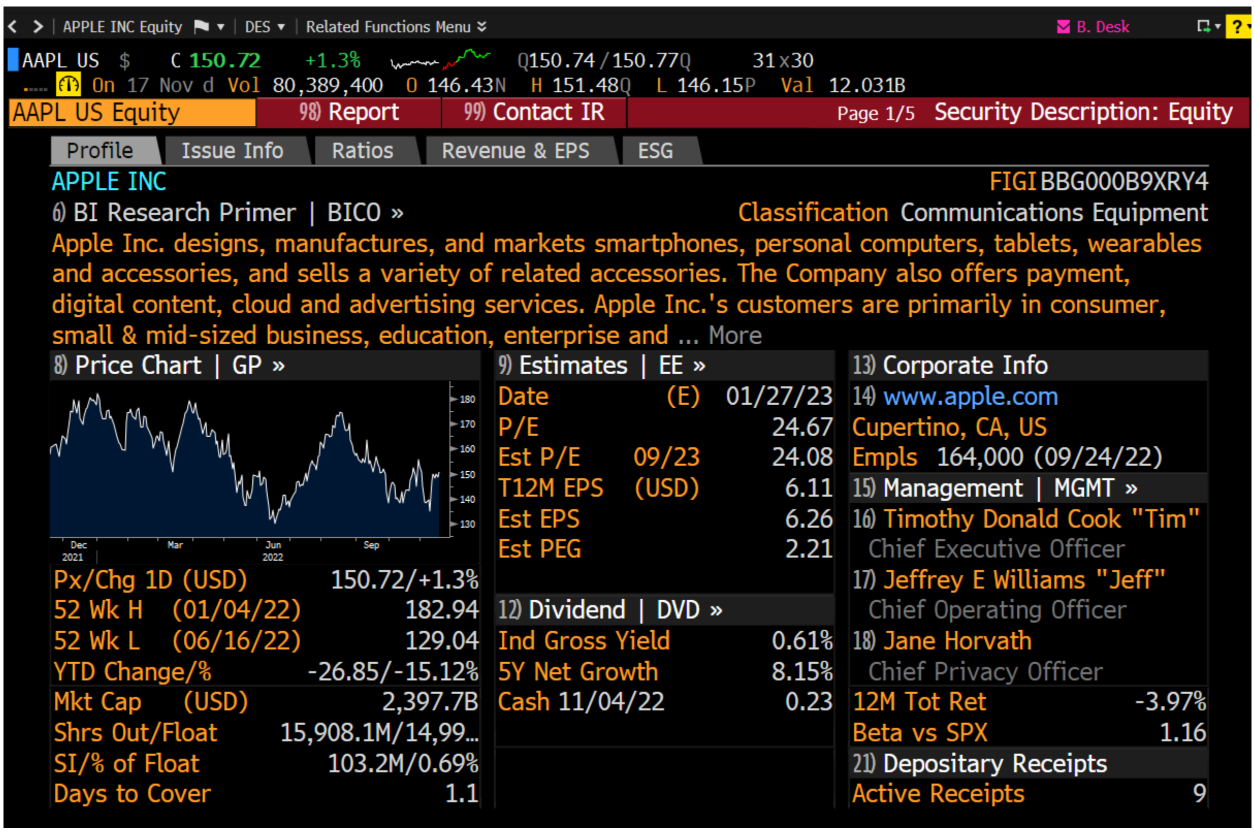

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Exhibit 9 from BPS (Assignment 7)

Company Name	Count	Industry	Country/Region
1) Amgen Inc	1	Health Care	UNITED STATES
2) Bank of America Corp	1	Banking	UNITED STATES
3) BlackRock Inc	1	Financial Services	UNITED STATES
4) CDW Corp/de	1	Software & Tech Services	UNITED STATES
5) Chevron USA Inc	1	Oil & Gas	UNITED STATES
6) Intl Business Machines Corp	1	Software & Tech Services	UNITED STATES
7) JPMorgan Chase & Co	1	Banking	UNITED STATES
8) Johnson & Johnson	1	Health Care	UNITED STATES
9) Nike Inc	1	Consumer Discretionary Pro...	UNITED STATES
10) Northrop Grumman Corp	1	Industrial Products	UNITED STATES
11) Samsara Inc	1	Software & Tech Services	UNITED STATES
12) Swiss RE AG	1	Insurance	SWITZERLAND
13) Target Corp	1	Retail & Wholesale - Staples	UNITED STATES
14) Uber Technologies Inc	1	Media	UNITED STATES
15) Unilever PLC	1	Consumer Staple Products	BRITAIN
16) Wayfair Inc	1	Retail & Whsle - Discretiona...	UNITED STATES

ASSIGNMENT 8 (Fixed Income): This assignment is a quick introduction to the U.S. Treasury Securities market. Steps for Completion: Access the Bloomberg Treasury and Money Markets home page by typing "BTMM" into the command bar and pressing enter. Note that you can position your mouse pointer over the top of each figure on the screen and a small window will pop up with an explanation. Explore the various options available. Deliverables: Attach a single landscape-mode screen capture of the home page to your one-page report. Your one-page report should (1) highlight the yield on 6-month maturity T-Bills and 180-day maturity Commercial Paper and explain the yield differential, (2) highlight the yield on 1-year T-Bills and 30-year T-Bonds and again explain the yield differential.

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Exhibit 10 from BPS (Assignment 8)

ASSIGNMENT 9 (Foreign Exchange): This assignment is a quick introduction to spot and forward foreign currency markets. Steps for Completion: Access the Currency rates Matrix by typing “FXC” into the command bar and pressing enter. You will see the major currencies in a heat map view, with currencies trading higher in green and currencies trading lower in red. Explore the various options available, and then type “WBG” into the command bar and press enter to obtain the price of the Big Mac sandwich in various countries. Deliverables: Attach a single landscape-mode screen capture of the spot currency data to your one-page report. Your one-page report should (1) highlight the spot U.S.$ value of 1 EUR and the price from exactly 1 year ago, (2) highlight the range (high and low) of prices for the EUR over the last 15 years, and (3) explain the Big Mac Index and its possible relevance to the foreign currency markets.

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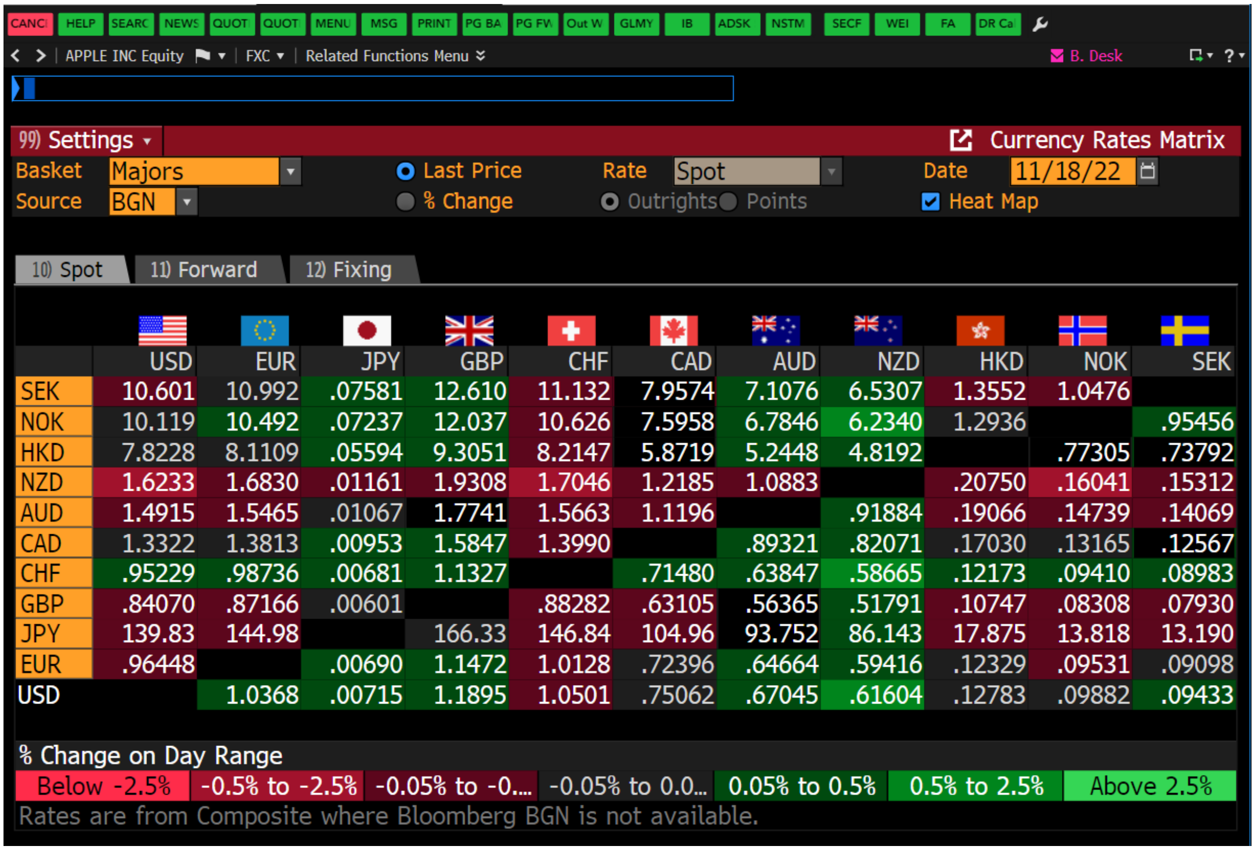
Exhibit 11 from BPS (Assignment 9)



	USD	EUR	JPY	GBP	CHF	CAD	AUD	NZD	HKD	NOK	SEK
SEK	10.601	10.992	.07581	12.610	11.132	7.9574	7.1076	6.5307	1.3552	1.0476	
NOK	10.119	10.492	.07237	12.037	10.626	7.5958	6.7846	6.2340	1.2936		.95456
HKD	7.8228	8.1109	.05594	9.3051	8.2147	5.8719	5.2448	4.8192		.77305	.73792
NZD	1.6233	1.6830	.01161	1.9308	1.7046	1.2185	1.0883		.20750	.16041	.15312
AUD	1.4915	1.5465	.01067	1.7741	1.5663	1.1196		.91884	.19066	.14739	.14069
CAD	1.3322	1.3813	.00953	1.5847	1.3990		.89321	.82071	.17030	.13165	.12567
CHF	.95229	.98736	.00681	1.1327		.71480	.63847	.58665	.12173	.09410	.08983
GBP	.84070	.87166	.00601		.88282	.63105	.56365	.51791	.10747	.08308	.07930
JPY	139.83	144.98		166.33	146.84	104.96	93.752	86.143	17.875	13.818	13.190
EUR	.96448		.00690	1.1472	1.0128	.72396	.64664	.59416	.12329	.09531	.09098
USD		1.0368	.00715	1.1895	1.0501	.75062	.67045	.61604	.12783	.09882	.09433

ASSIGNMENT 10 (Equity Screening): This assignment allows students to screen for companies which meet specified criteria. Steps for Completion: Type "EQS" into the command bar and press enter. You will see broad categories available for screening and you can also add other criteria and Boolean operators. Explore the various options available. Deliverables: Use appropriate criteria to narrow the number of companies to fewer than 20. Attach a single landscape-mode screen capture of your screening criteria and a second single landscape-mode screen capture of the resulting companies to your one-page report. Your one-page report should (1) indicate your rationale for choosing each of the screening criteria, and (2) identify just one company (from your results) which you would consider for additional analysis and your rationale for selecting that company. course and most of the students who complete the first course also enroll in the second.

Exhibit 12 from BPS (Assignment 10)

Equity Valuation

Using the BPS, the students can review theoretical concepts, and they can also simulate managing a security portfolio. A major component of this aspect is the application of the students’ familiarity with BPS to the many valuation models that are traditionally covered in Investments courses. After students learn several valuation models, they build a reusable Excel template which assists in the valuation process. There are a few interesting dimensions to this template. First, it uses the Bloomberg Excel add-in to access data from Bloomberg. Second, it is reusable, and changing the ticker symbol changes the data underlying the valuation models. Finally, the template is flexible. Some inputs can be changed to tailor the results to a specific situation or as part of a scenario analysis. The special features of the Bloomberg Excel add-in are presented in the following Exhibit.

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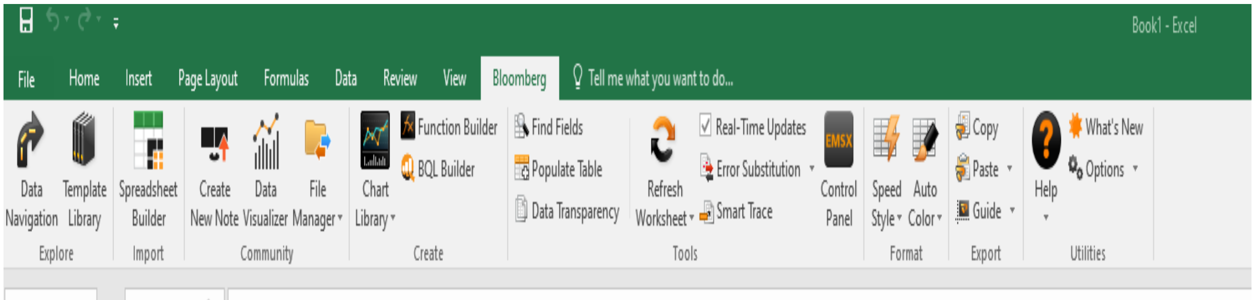
Exhibit 13 from BPS (Bloomberg Excel add-in)



This add-in can access data from BPS and place it in an Excel worksheet to later facilitate analysis. A variety of "wizards" and "drag and drop" capabilities facilitate data extraction. Alternately, you could use the BDP (Bloomberg Data Point), BDH (Bloomberg Data History), and the BDS (Bloomberg Data Set) formulae depending on the type of data to be extracted. The BDP formula is useful in obtaining a single data point; the BDH formula is useful in obtaining historic data for a selected timeframe, and the BDS formula is useful in obtaining multi cell data sets. The valuation exercise results in the creation of an Excel workbook comprising multiple worksheets.

Through BDH a company being identified can be analyzed, and a few competing peer-companies can be compared to it. The analysis can produce results of the six valuation models:

1.Dividend Growth 2.Market Multiples 3.Holding Period Return, 4.Enterprise Value, 5. Residual Income, and 5. Free Cash Flow.

After all models have been completed, the summarized valuations available in the Input and Output worksheet can be examined. That should generate a discussion about the range of values obtained. That is a good opportunity for the instructor to discuss the probabilistic rather than deterministic nature of the valuation exercise and the importance of the assumptions underlying each of the models. This is also a good opportunity to discuss the concepts of intrinsic value and market price. At this point, students are encouraged to calculate a weighted average of the six estimates by assigning weights to each estimate based on company specific factors (for example, a company with an extremely low or extremely high dividend payout ratio should use a lower weight for the Dividend Growth model). Alternatively, it could be asked to the students to consider taking a simple average of the estimates after eliminating the extreme estimates. This estimate of the stock's intrinsic value is then compared to the actual stock price, and this represents an opportunity for the instructor to reinforce the concept of market efficiency. This valuation exercise is also a good opportunity to engage in "what if" scenario analysis to determine the robustness of the estimates to changes in underlying assumptions. In short, the goal here is to experiment with the model inputs, test the strengths and weaknesses of each model and examine the drivers of a stock price to better comprehend market movements.

In a more advanced course, students evaluate equity securities using a top-down approach by integrating and organizing information. Students can examine economic data to make a judgment about where our economy is currently in regard to the business cycle. Then, students could examine sectors and similarly formulate a position about its prospects. Finally, students could study individual companies. This starts with reading a firm's 10-k statements, analyzing firm ratios against its peers, perusing earnings reports and the like. The Excel pricing models developed in conjunction with the BPS system is the main quantitative tool students use to determine relative stock value pricing. The students could attempt to relate the qualitative findings with the qualitative results from the pricing models. Finally, a stock report can be prepared integrating all the new knowledge and a "stock report presentation could be performed. The presentation concludes with a recommendation about taking a position in the examined security. At this time, the instructor could be able to evaluate students' growth in financial concepts. Similarly, other students could also be enabled to evaluate their peers and offer suggestions for improvement. The students at this point could conclude the cognitive process and could thus be able to appropriately recommend a holding position. It must be noted that the process is remarkably like the one used by professional stock analysts and the results achieved by the students are often better than those used by the professional stock analysts.

Concluding Remarks

The primary purpose of this presentation was to demonstrate the integration of relevant industry-standard technology (BPS) in the curriculum. We do not address peripheral issues, viz (1) the merits of active versus passive portfolio management, (2) the relative merits of the specific valuation models, and (3) the validity of the assumptions used in the valuation models. While we have used the Bloomberg terminals, other information providers (for example, Thomson Reuters,

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Factset, Morningstar, S&P Capital IQ) also provide information which can be used to integrate relevant technology in the curriculum. Integration of BPS into the curriculum can be vastly facilitated by the purchase of terminals on the part of a business school.

A few conclusive remarks were offered by Quintana Meza (2022):

-students considered important the use of the terminal as an analysis tool and research and consider it very important for decision-making of business decisions. This matches what was pointed out by Sharma (2015), who mentioned that Bloomberg provides the student with an environment that allows you to appreciate the real world of finance and, therefore, facilitates decision making.

-Most students indicated that the main Bloomberg's advantage is that it has data national and international, which would allow contrasting theory with practice. The students agreed that the use of Bloomberg favors their learning. Likewise. If they had not carried out operations in the terminal, they would have learned less.

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29-30 November 2022, The Netherlands

Relationship Between Language and Meaning: "Leda and the Swan" by William Butler Yeats

Eren Alkan

LEDA AND THE SWAN / WILLIAM BUTLER YEATS

A sudden blow: the great wings beating still
Above the staggering girl, her thighs caressed
By the dark webs, her nape caught in his bill,
He holds her helpless breast upon his breast.

How can those terrified vague fingers push
The feathered glory from her loosening thighs?
And how can body, laid in that white rush,
But feel the strange heart beating where it lies?

A shudder in the loins engenders there
The broken wall, the burning roof and tower
And Agamemnon dead.

Being so caught up,

So mastered by the brute blood of the air,
Did she put on his knowledge with his power
Before the indifferent beak could let her drop?

Source: http://www.online-literature.com/donne/865/

I. Introduction

"Leda and the Swan" by William Butler Yeats (1924) is a symbolist poem that tells the mythological story of rape. The conflict and point of tension is a married woman, Leda's being "physically" raped by Zeus in the shape of a white swan. The incident is told by an omniscient narrator through violent tones and diction as in the action itself. Via this poem, Yeats draws attention to an enigmatic relationship between modern humans and power. To achieve this goal, meaning in the poem is equally and concurringly produced and enhanced by two elements: language and imagery, which can be seen through transactional reader-response criticism.

II. Language and Meaning

Firstly, by using literary theorist Louise Rosenblatt's *efferent* mode, it can be stated that readers can "focus just on the information contained in the text as if it were a storehouse of facts and ideas that [readers] could carry away with [them]," (158) as Louis Tyson states in his book *Critical Theory Today*. From this point of view, Yeats produces meaning via language in terms of word choice, rhythm, and form. At that point, although it is a symbolic poem, Yeats chooses most words that readers can understand easily. There are no misused words or technical terms in terms of *efferent* mode, and readers do not have difficulty understanding the pronouns such as "he", "it", and "she" and the possessive adjectives such as "her" and "his" and whom they refer to. Adjectives such as "helpless", "broken", "burning", and "brute" are not loaded or redundant but used only to describe the scenery; in addition, the repetition of some words might make readers think about the events and the images correspondingly. To illustrate, "**caught** up" and "**caught** in" as well as "wings **beating**" and "heart **beating**" help readers understand the dynamism and restlessness of the events in the poem actively. The choice of the verbs "to catch" and "to beat" and repetition makes readers feel the suppression and violence of the rape because the meaning of these verbs and the sound [t] remind them of a kind of sudden attack.

Also, rhythm is another factor that enhances meaning and it can be analyzed through Rosenblatt's *aesthetic* mode as Tyson explains in his book that readers can "experience a personal relationship to the text that focuses [readers'] attention on the emotional subtleties of its language and encourages [them] to make judgments" (158). From that perspective, it can be concluded that the rhythm in the poem is arranged in iambic pentameter which makes the poem more conspicuous. Besides, readers can easily memorise poems via rhythm easier; that's why Yeats might have used the rhythm to have readers remember the event (the rape) in the poem. There are mostly ten syllables in each line that make regular sense, and the first syllables of the words are generally stressed such as "**sud**den", "**stag**gering", "**help**less", "**ter**rified", "**feath**ered", "**loos**ening", "**bro**ken", "**bur**ning", "**mas**tered". As it can be seen easily, among nearly seventeen first-syllable-stressed words, half of them are adjectives. All the words whose first syllables are stressed are to show the impact of the "sudden blow." These stressed adjectives emphasize the rape's heavy power and *stress* on Leda as well as destroyed Troy. Through *aesthetic mode*, all of the details in the language told above can help readers to make judgments about power relations in the poem.

Lastly, form is another important element that produces and enhances (Wolfgang Iser's literary term) *indeterminate* meaning in the poem in terms of structure, stanza and lines, and rhyme scheme. The poem is a sonnet, which is a more traditional way of expression for the modern era. There are two parts in the poem: the octave (first eight lines) and the sestet (last six lines). The first part is mainly about rape and the second part is about the result of rape in history. Rhyme scheme is ABAB CDCD EFGEFG. This scheme creates a kind of violent

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eroticism on readers. In short, language makes the meaning of rape more concrete and perceivable through word choice, rhythm, and form, and indeterminate meaning can be deciphered by these three elements in an easy way.

III. Image and Meaning

Louis Tyson says in *Critical Theory Today*,

> ". . . for Iser, though the reader projects meaning onto the text, the reading activities through which we construct that meaning are *prestructured* by, or built into, the text. In other words, Iser believes that the text, itself, guides us through the processes involved in interpreting (projecting meaning onto) it (159)."

By keeping in mind Iser's point of view about the interpretation of the text, it can be said that meaning in the poem is produced by imagery through figurative devices. The images are mostly figurative, and symbols make the meaning of rape concrete. Readers can feel the physically violent atmosphere with their sense of sight, touch, and hearing from the descriptive words such as "blow" (which has also a pornographic meaning), "beating", "burning", "brute blood", "feathered", and "staggering". Figurative language also extends the meaning. For instance, there is parallelism between Leda's being raped and the fall of Troy since after the rape Leda delivers Helen who causes the Trojan War, and the fall of Troy and Clytemnestra who gets her husband Agamemnon killed. This parallelism also links the idea of the rape of a woman and the "rape" of a city. The second literary device is zeugma. "A shudder in the loins engenders" three things: "The broken wall, the burning roof and tower / And Agamemnon dead." *Engender*ing helps the poet set up a cause-and-effect relationship. In these lines, there is both eponym ("Agamemnon") and allusion (Trojan War and murder of Agamemnon by his wife and her lover). This can be thought that there is a direct relation between the fact of rape and the change in history (the fall of Troy). Thirdly, repetition of the words "blow", "breast", "beating", and "thighs" have bombastic effects on the poem for they draw readers' attention to the bodies like a camera that zooms towards the details of the rape. Erotesis is another figurative device in the poem. Three questions are not answered. These questions heighten the tragedy, and the poet wants readers to replace themselves with Leda. Via these provocative questions, Yeats leaves readers to find solutions for that sexual abuse because while reading this poem, every reader watches the scenery in detail, so they should find the answers to the historical results of the rape. For example, critic Janet Neigh identifies herself with Leda in her article “Reading from the Drop: Poetics of Identification and Yeats’s ‘Leda and the Swan’”, and her solution and interpretation of rape is like that:

> In other words, when I take Yeats’s sonnet personally and pursue my identifications with the text, which as Cixous suggests one cannot help but do when reading, I identify with Leda and her experience of sexist victimization. Rather than dismissing this as a subjective response to the poem relevant to an analysis, I allow this response to propel my interpretation to explore how Leda might symbolize the female-identified reader trying to establish agency from a text that in its representation of rape undermines her agency as a woman (145).

Also, another critic Elizabeth B. Cullingford “answers her questions: the story of Leda and the swan exists on the fringes of high art as a slightly pornographic account of a sexual intercourse between animal and woman,” (58) as Maria Rita Drumond Viana quotes in her essay “Violence and Violation: The Rape in Yeats’s ‘Leda and the Swan.’” And she continues, “by changing it and making it a rape, by exposing a kind of sexual behaviour that had been banned from Irish press and raising controversy, Yeats was being liberal even if complicit with oppression” (58). In terms of reader-response criticism, there are two different indeterminate meanings by two different critics, and they fill the gap according to their points of view. Another device is catachresis such as “feathered glory”. Readers know that the swan who is “feathered” is Zeus, the most *powerful* god of Olympus. It must be “glory” for a god to show his power via his *masculinity*! Personification is the main metaphor because a swan (or god) rapes a woman. Other devices such as synecdoche (“Helpless breast” and “terrified vague fingers”), alliteration (“great wings beating”, “staggering girls”, “holds her helpless”), assonance (“engenders there”, “roof and tower”), apostrophe (“laid in that white rush”), and metaphor (“rush”) which describes Zeus for rape is a fast action, emphasise emotional and physical concentration of the poem. All of these literary devices make the text “poem” which is one of the most important keywords of transactional reader-response criticism.

IV. Conclusion

To conclude, Yeats tells this mythological story by using all these devices and symbols to show transformation in the twentieth century by force because World War I is a symbolic rape of humankind. Imagery in the poem extends the poem’s meaning in a limited space. Namely, the white swan is a kind of white dust on humans in modern times.

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Teaching Literary Tourism to promote Madura Island as Halal Tourist Destination

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Today Halal tourism issues spread out in Indonesia that rely on the tourism as its major sector to support the society economic. Otherwise, there is lack of halal certification in the country with the biggest Muslim population in the world. Thus it is important to internalize the halal tourism mindset through the teaching and learning the Halal literary tourism in Indonesia mainly in Madura Island because Islam has been a part of their life like the tradition and custom as well. This paper will focus on how to use literary works like poems and stories to promote Madura as Halal tourism destination in the world. This paper uses the ethnography method so that the researcher involves in the research by using the Madura language and also involves with the society to gain the appropriate data. After compiling the data or data compilation, the data will select, verify, and process into the work. Then, using the works the researcher uses them as the materials or source pack to teach the students. The teaching method in here uses the constructivism method because it involves the students and their past experiences too and it will mingle with the new learning experiences.

Keywords: Tourism, destination, literary tourism, Halal, constructivism

Introduction

Madura Island as one of emerging tourism destinations in Indonesia owns the tourism potency that can compete with other islands and isles as the tourism destination in Indonesia such as Bali and Lombok Islands. Including the *Halal* tourism in Madura like Religious tourism, culinary tourism and natural tourism. The Halal tourism apparently becomes the promised tourism in several countries together with the increasing of the travelers from Muslim's countries. It is like the following statement, *Halal* tourism becomes the most promising industry, including Indonesia (Meirelzaldi, 2019). Based on such a statement the *Halal* tourism now days becomes the industrial mainly tourism and it can push and trigger the level of economy in Madura Island society. Madura with 90% population is Muslim with its tight Islamic tradition including the rites and literature is promising Island for the *Halal* tourism.

In line with literature, there is the tight relation between the short story and tourism. It is like the statement from Lund in (Jenkins and Lund, 2019 p.1) the image of literature as tourists are offered a glimpse into a spaces where factual and/or fictional accounts took place, identifying with characters, allowing the imagination to bring them into hyper or even more- than-human realities. According to Lund's statement the tourism or travelling takes a role in some devices of literature like its characters, setting and others device. Thus, consequently if one of the literary works are popular, it will popularize the tourist destination as well. For example, the novel "The Rainbow Troops or *Laskar Pelangi* by Andrea Hirata, this novel has become the milestone to trigger the tourists or travelers coming to Belitung Island only to see the sites in *The Rainbow Troop* setting's novel.

It is like the statement from Ulfy et. Als. that Many Muslim tourists visited certain Islamic nations due to the obvious Islamic responsibilities. Further, Halal food accessibility and another such way of life (Battour, 2021). Thus, the countries or the destination site for tourism have to provide the facilities for supporting the Halal tourism. Razzaque dan Chaundry (2013 in Ulfy 2021) These issues have prompts scholars providing guidance on what to meet Islamic criteria including how to facilitate.

The next Madura Island, as one of Halal destination places in Indonesia besides it has the religious potency also it has the beautiful nature that can sell. The tourism will be supported by the

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culinary tourism as well. The religious tourism in Madura like in Bangkalan regency like Syaichona Kholil Mosque and the tombstone, Bhuju' Raden Nanggolo dan Nyi Dewi Maduretno, Bhuju' Air Mata Ibu, Rato Ebuh Tombstone in Sampang, Bhuju Panji Laras, and several beaches can be the natural destinations too.

On the other hand, giving and internalizing to the society to support the tourism is the salient things. Because without the support from the society connecting with the tourism it will decline the tourism itself. The society have to contribute to the development of the halal tourism mainly in Madura. So that one of the way is through the education or teaching and learning. Because through teaching we can explore our students' experiences dealing with the tourism. It is one of principles in the constructivism method. The teacher combines the experience with the schemata are the way of teaching using the method of constructivism. This method can apply from primary till high secondary school to gain the new knowledge for students mainly in the literary tourism. It can also internalize the tourism' knowledge for the students so that they can develop the tourism's destination in their place.

Further, The constructivism is a kind of an extensive approach that includes the theories developed from the cognitive tradition and the socially – psychologically – interactionistic point of view (Vermeersch in Dostal, 2005,p.48). The theory of constructivism is connected with the social experiences and human behavior and focusing the active role of the subject to cognize the world. For the constructivist the learning perspective is the changing of meaning according to pupil's experiences. Then, the learners will create the new ideas in learning based on the previous knowledge. The constructivism, which uses the learner's environment which influences him/her is one way to solve such problem in children literature class. This term is suggested by Piaget (1926, Anderson 1977) then it spread out as the main theory in learning. Later on, Piaget advocates the child development and learning in the process of constructivism, he is eventually not the social constructivist, but his idea has given much inspiration to the social constructivism in the following era. The next constructivism after Piaget is much more emphasizing in the social context and culture or called social constructivism. The constructivist such as Vigotsky, Bruner, and Bandura employed the social context as the main idea in their theory.

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The next, Bruner's concept of constructivism obviously is based on the cognitive development theory from Piaget. He hereby suggests the framework of instruction with the cognition based. On the other hand, Bruner advocates the usage of the current and past knowledge to contract the new idea of learning, this is hopefully could make the learners are more active in the process of instruction. Bruner (1966) defines constructivism as an active process in which learners construct new ideas or concepts based upon their current/past knowledge. Further Bruner addresses four major aspects of instruction: (1) predisposition towards learning, (2) the ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner, (3) the most effective sequences in which to present material, and (4) the nature and pacing of rewards and punishments. Meanwhile Social constructivist theory emphasizes the importance of culture and context in understanding what is experienced in the wider community and in constructing knowledge built on this understanding (Derry, 1999; McMahon, 1997 in Pritchard and Woollard, 2010, p.7). There are two types of social context in constructivism, first they are from the learners' point of view, it is his/her own particular culture whereas the second is based on the interaction among the learners.

According to the constructivist point of view, learners' environment will be the focus in the learning process together with their experiences, and knowledge. "…an activity and development of a learner gets into the center of attention (Juvova, Chudy, Neumeister, Plischke, Kvintova, p.2). Constructivism itself can be defined as learner conceptions of knowledge are derived from a meaning-making search in which learners engage in a process of constructing individual interpretations of their experiences (Applefield, Huber, Moallem, p.6). Then, Desforges looks the constructivism from the different point of view because he probes the constructivism from the process of mental in human's mind or it is called cognitive constructivism (Piaget). He suggests that constructivist should identifying learner's existing schemata and then arranging experiences that challenge those schemata and that provoke the construction of more advanced intellectual structures (p.71). Its intellectual structure relates with the students" schemata or their prior knowledge for one topic of discussion and develop the new knowledge on it. Thus, the use of prior knowledge (schemata) will support the students while they attempt to solve the problem in learning process. The teacher can help his/her students to recall their prior knowledge to comprehend one topic in the classroom. According to Byrness (1996) "Schemata serve several functions in learning:

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categorizing, remembering, comprehending and problem solving." First, schemata or prior knowledge links categorize our experiences more efficiently for processing. This categorization of information facilitates the processes of remembrance (recall), and comprehension (understanding), all of which make problem solving more productive"

According to the definition of constructivism above, there are two main stream of constructivism principles, (1) knowledge is not passively received but actively built up by the cognizing subject; (2) the function of cognition is adaptive and serves the organization of the experiential world, not the discovery of ontological reality (Husen, Postlethweite, P.114). For the first principle, it needs the mutual interrelation between the learner and the teacher. Both of them must be active in the learning process, and the teacher is as the facilitator to trigger and explore to optimize learners' competence. Here, the learners do not only react to experience, but they reflect on it, and theorize it, developing mental structures or schemata for understanding it (Desforges, p.69). While, the second principle, in learning process it requires the contextual experience and social environment that support the learning process to get the aim of learning.

Based on the constructivist theory of learning, the following three basic concepts can be distinguished (Siebert, 1999):

1. Learning is the reflection of teaching – constructivism does not admit the fact that the self-realization can be determined, instructed, and informed from the surrounding environment.

2. Learning is an adoption of reality – the learner's own activity is emphasized, however it attributes cognitive openness to reality and is based on a single representative model.

3. Learning is an autonomously controlled cognitive system, which interacts with its own conditions, this differentiates and modifies the independence of its own structure. This is a radically constructivist thesis.

Constructivism is definitely relevant with the teaching children literature in the classroom. This method empowers the learners' real world experiences and social as well as cultural context of content. This method hereby appreciates the different perspective from the learners. These principles enable the learners' giving their opinions from the different point of views according to their experiences and their prior knowledge (schemata). It fits with the children literature teaching

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principles. During literary works could analyze and criticize using the different perspectives and theories, both intrinsically and extrinsically, the use of constructivism as the learning strategy will support the learners' understanding of the whole content of literary works and gives the different way in literary criticism.

Practicing constructivism in the teaching process in the class must apply the active and meaningful learning process. It must be student- centered, while the teacher as the facilitator during the learning process. The learners use their prior knowledge to link with the new ideas. It is according to Ausubel (1968) "To learn meaningfully, students must relate new knowledge (concepts and propositions) to what they already know." The prior knowledge linkages or schemata are very important aspect in constructivism based learning. Because the schemata affect the process of acquiring the new information of the learners. Leinhardt (1992 in Tan et. al. 2003) states it is also true that prior knowledge can inhibit or interfere with our acquisition of new information. Schemata is growth from time to time, it is not stagnant things. While the information is received thus moment by moment the schemata will be developed.

At last, the schemata are very effective instrument to comprehending the topic of learning. Using schemata, it could effectively obtain the new perception of the knowledge. Further, in the process of acquiring the new knowledge, schemata select the incoming information then it is organized in the human mind. While the learner needs to engage and interpret the new idea of knowledge, he/she just makes a recall. The schemata are a kind of mental process where it there is a lot of incoming information, it will be enriched and enable the learners to recall the knowledge when they attempt to integrating and assimilating with the new materials. The diagram below shows how the schemata are working.

Research Methodology

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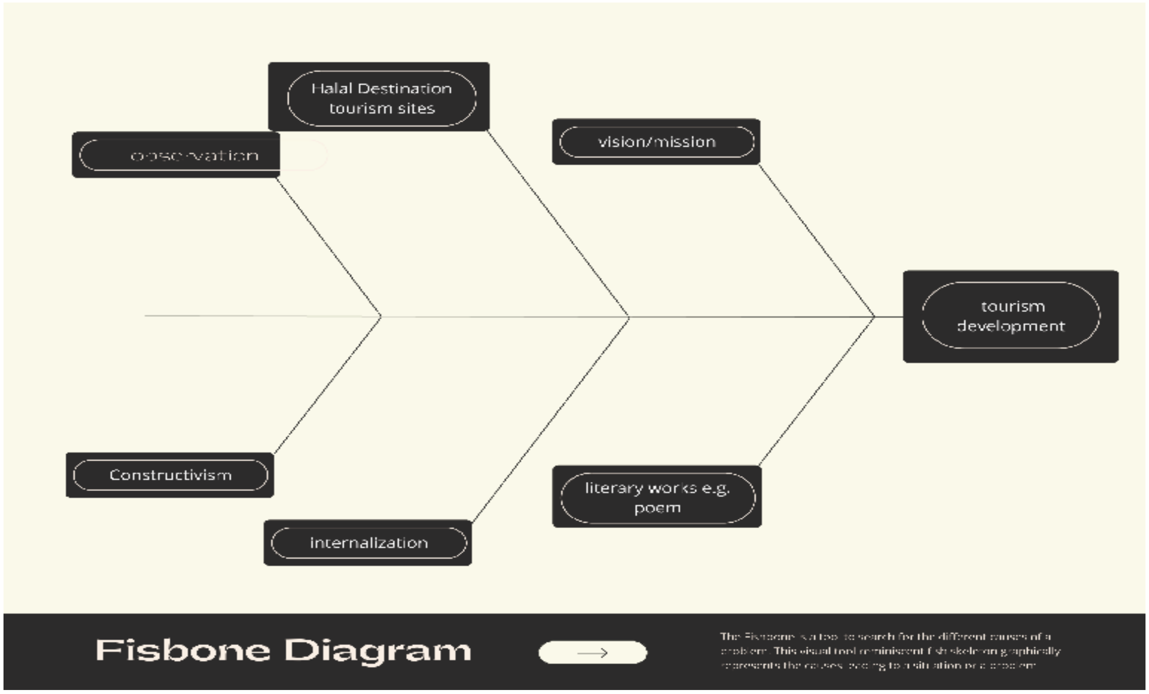

This research uses the ethnography method. Due to it is using the ethnography research, the writer tries to observe, to compare, to reflect, and in the end to assess the use of the constructivism and literary works based on the Halal tourism. In this step the writer analyzes the social phenomena relating with the Halal tourism, the historical phenomena, and also the identity of the writer in literary works. While, the research dealing with the pedagogical context, mainly the constructivism.

The Poems with Madura Point of View that can enhance The Halal Tourism

One of well – known literary works that is in line with the tourism's development in Madura Island is the poem from D. Zawawi Imron. He is the poet from Batang – Batang, Sumenep in the eastern part of Madura Island. He was also the winner in the poem' s competition by Balai Bahasa in Jakarta or The National Institution of Language Center. He was also the one of the famous poets from Madura Island till today and he writes many poems with the point of view Madura tradition, people, culture and nature. For example, his poetry collection entitled " Celurit Emas" in 1980 that tell many things about the characteristics of Madura people.

Here, it will figure out some of Zawawi Imron poems that is connecting with the development of Halal tourism in Madura Island.

A. *Senandung Nelayan Poem*

This poem released in the past time it is 1966. This poem tells about Madura Island that surround with the sea and ocean and reflects the people's job mostly as the fisherman. Like the lyric below,

angin yang kini letih

bersujud di pelupuk ibu

laut! apakah pada debur ombakmu

terangkum sunyi ajalku?

oi, buih-buih zaman saling memburu

The lyric above clearly figures out about the setting in Madura Island that is always related with the sea and the ocean thus they work mostly as the fisherman. The word *"ombak"*/wave and *"buih"* or the foam in this poem reflects that Madura Island is the island that is familiar with the sea and ocean. In the constructivism context, it is really meaningful for the students as the meaningful of social experiences or as their prior knowledge before they get the new knowledge about the uniqueness of their tourism in their regency. Then, certainly after they get such kind of experiences and knowledge, they can create the Halal tourism in their regency.

While in the second poem from D. Zawawi Imon entitled *"Kerapan*" the title was inspired from the tradition of bull race for many years in Madura Island. This bull race is the icon in Madura Island till today. This lyric below reflects the situation of *"kerapan"* or bull race in Madura Island,

sepasang sapi dengan lari yang kencang membawaku ke garis

kemenangan

arya wiraraja! perlukan aku menang

aku meloncat dan terjun di lapangan

aku tertidur dan mimpiku aneh,

kuterima piala

berupa sebuah tengkorak

yang dari dalam berdentang sebuah lonceng

The words *"sepasang sapi"* or a pair of oxes and the word "*piala"*or trophy, "*lari"* or run, all these words refer to the competition of bull race as the tradition in Madura Island. This tradition is a part of the tradition in the society. This tradition is a tourism's attraction too in Madura Island since in the past time. As a part of Madura's society tourist's attraction "*kerapan"* is popular in the world since many years ago. Now days *"kerapan"* or bull race becomes the tradition and many students learn about it in their study. The students internalize it as the tradition for learning the uniqueness of Madura tradition in the context of constructivism when it combines with the schemata and the new knowledge of students, thus they can create and promote the Madura's uniqueness for Halal tourism's attraction in Madura Island.

The third poem from D. Zawawi Imron is the poem about *"teluk*" or the gulf. It is the tourism attraction in many areas in Madura Island. Such as it is depicted in the lyric below,

Kaubakar gema di jantung waktu
Bibir pantai yang letih nyanyi
Sembuh oleh laut yang berloncatan
Memburu takdirmu yang menderu
Dan teluk ini
Yang tak berpenghuni kecuali gundah dan lampu
Memberangkatkan dahaga berlayar
Berkendara seribu pencalang
Ke arah airmata menjelma harimau
Pohon-pohon nyiur pun yakin
Janjimu amkan tersemai
Dan di barat piramid jiwa
Berkat lambaian akan tegak mahligai senja
Senyum pun kekal dalamnya

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This poem describes the beauty of the gulf in Madura so that many people from the outside of Madura Island will be interested. The word like *"bibir pantai*" or the seashore and "*pohon-pohon nyiur*" or the palm tree as the description from the poem to show the beauty of the nature in the Madura situation and the nature in there. Based on Bruner (1966) he stated about the constructivism based on the cognitive of the people, he suggested that all the people has a prior knowledge or schemata in their minds, they are not the blank sheet. It is also for the students, later on they have to combine the prior knowledge in understanding the poems with their experiences to trigger the tourism, mainly Halal tourism in Madura.

Meanwhile, in the short story the tourism in Madura is reflected in the viewpoint or the setting in the short story written by Muna Masyari for example her famous short story entitled "*Celurit Warisan*". The word *"celurit"* means the traditional weapon like the sickle originally from Madura Island. For the students who learn about tourism this traditional weapon can be sold as the souvenirs for the tourists who come to Madura for visit. This short story actually contains the social values in Madura when the klebun or the head of village is anxious between he punish his own son or he enact the rules as the head of village.

Furthermore, her other short story entitled "*Rokat Tase'"* portrays the traditional celebration to God in Madura society. Usually this ceremony is held after the fisherman in Madura harvests the abundance of fish and other sea animals like crab, shrimps etc. Thus as the symbol of thank the fisherman, they decorate their ship and the celebration will be in five days usually. This tradition has been for hundreds years. For the people who interested in the tourism in Madura, this ritual is really interesting. This ceremony is a kind of the attraction for the tourist, because this tradition is only one in a year. It is like the festival, and it is interesting for the tourists both of domestic and foreign tourists.

The role of the constructivism in the context of teaching literary tourism is very important. Because using some of the constructivism principles it can promote Madura tourism in the world, mainly the Halal tourism according to the sharia principles such as the place, culinary, and accommodation. The combination of prior knowledge for the students and their experiences mainly in the explore of the society such as the tradition, the culture, the nature in Madura has

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raised them up the awareness to support and promote Madura Island as the tourists' destination in the world. Through the constructivism that apply in the school is the effective way to give an awareness to the people how to behave in the tourism' places.

Conclusion

Tourism can be supported with the education particularly education about the awareness as the Halal tourism destination. The awareness of the society will raise up effectively with teaching the students about literary works that is dealing with tourism through the constructivism method. Because this method combines the schemata or prior knowledge in the students' mind and their experiences. Thus through the right education using the constructivism is hopefully the students can support and promote the tourism in Madura. Due to Madura has the big population so that the choice of Halal tourism for Madura is appropriated.

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Geographical and Cultural Effects on Teaching Turkish As A Foreign Language: The Case of Asian and Pacific Countries

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Abstract

That foreign language teaching is accomplished and realized in line with determined goals is possible only if it is arranged as being responsive to the needs of the target audience and there is a good plan. Therefore, it is significant to determine interests, needs, expectations of the foreign language learners besides how and to what extent countries they live, language(s) they use and their cultures affect that they learn their target language. This study aims to detect the effects of geography and culture of the countries, and language used by the people who learn Turkish as a foreign language in Asian and Pacific countries, on that they learn Turkish. Accordingly, scientific studies conducted on teaching Turkish as a foreign language in Asian and Pacific countries were detected after scanning various databases. In this study, the qualitative method was conducted, document analysis technique was used in acquiring data, and the data acquired was subjected to content analysis. As a result of the study, 35 studies were found about the culture of the geography of Asian and Pacific countries where Turkish is learnt on positive and negative effects about teaching Turkish as a foreign language. 2 of them equaling 5.7% are doctoral theses, 10 of them equaling 28.6% are master's theses and 23 of them equaling 65.7% are articles. It is determined that students learning Turkish as a foreign language have negative transfers in vocabulary 9.6%, phonology 15.7%, punctuation and spelling 15.7%, syntax 16.9%, morphology 20.5%, and grammar 21.7% while they have positive transfers in grammar 12.5%, vocabulary 12.5%, syntax 25%, morphology 25%, and phonology 25%. It is seen that Arab and Kyrgyz students cover a large majority of the research. It is determined that studies conducted with Indian, Afghan, Persian, and Kazakh students are limited. As a result, it is stated that there are more negative transfers of Turkish language learners in Asian and Pacific countries from their native languages. It is emphasized that the most significant factor of these negative transfers are culture and geography.

Keywords: Teaching Turkish as a Foreign Language, positive transfer, negative transfer, culture, geography.

Introduction

Turkish is one of the prominent languages of the world with more than 200 millions of speakers in a wide area. Cultural wealth and hıstorical roots of Turkish caused attention not only quantitatively but also qualitatively; Turkish has had a place among the foreign languages being learnt for different aims like Turkish education, tourismü scientific research, living in Turkey, and trade (Ercilasun, 2013). The Inclination to learn Turkish has increased in recent years in proportional to the diplomatic and economic development of Turkey especially, as a result, there is a significant increase in diversity and quantity of the studies conducted on the field of teaching Turkish (Küçük, Kaya; 2018).

Success in teaching a foreign language requires a well-prepared plan, a curriculum prepared considering the necessities of the time, and creating materials that can make the learning process qualified. Therefore, it is necessary that the target audience' interests, necessities, and expectations should be determined besides their cultures, and how the target language affects their native languages. From the fact that language cannot be considered without culture; cultural norms of the geography where the language is taught should be understood correctly, and its effects on teaching language are detected, which are crucial for teaching a foreign language effectively and correctly. Because, learning a foreign language can be defined as a kind of acculturation process that new cultural support systems being reflection of target language and a new worldview are acquired (Alptekin, 2002, p. 58) Therefore, culture's impact on teaching language is great.

Culture is a value system created by a nation or a community with a common history and awareness, it is a living concept that its all components are collected around an aim, and its transfer is performed via language; therefore, it is not possible to divide language and culture. *Language lives with culture, and culture improves and accumulates with language* (Günay, 1995). Language is the transfer tool of the culture. Culture, the essence of lifestyles coming from a nation's birth until today, has reached today with verbal and written language. Culture lives as it continues to be transferred to next generations by means of language (Göçer, 2012). Cultures vary by nations and they can affect learning a second language positively or negatively. Learning and language is faster and easier for close cultures, and harder and time-consuming for distant cultures.

Positive transfer is a factor easing learning a new behavior while negative transfer is a factor hardening and hindering new learnings. While there is not any direct studies on the transfers in teaching Turkish as a foreign language, it is seen that they are mentioned especially in the studies conducted on language skills (Duman, 2013; Gürler, 2019; Mohammad, 2020; Özden, Boylu, Başar, 2017; Şehitoğlu, 2020). However, transfers are discussed superficially in these studies, yet transfers affect the language learning process multidimensionally, act a significant role in students' successes, and achieving specific goals in the related field. It is hard to mention about adequate and productive teaching a foreign language without knowing what kind of participation student's native language and country make in the language taught, or what kind of obstructions they create (Gürler, 2019).

Researcher's Purpose

This study was conducted to detect positive and negative transfers of the individuals learning Turkish as a foreign language in Asian and Pacific countries. Accordingly, the questions below are aimed to be answered:

1. How many detected studies are there in positive and negative transfers of the individuals learning Turkish as a foreign language in Asian and Pacific countries?
2. What are the distributions of the transfers in the studies on positive and negative impacts of geography and culture in teaching Turkish as a foreign language in Asian and Pacific countries?
3. What are the distributions of the individuals learning Turkish as a foreign language by Asian and Pacific countries?

METHOD

Research Model

Qualitative research method was used in this study where positive and negative impacts of geography and culture in teaching Turkish as a foreign language in Asian countries are examined. Qualitative research model is a research model where qualitative data acquiring tools like observation, interview, and document analysis are used, a procedure to present the events in the natural environment realistically and holistically (Aydın, 2018). This study was conducted with the qualitative method just because it requires to be classified as documents are examined in accordance with specified aims.

Acquisition and Analysis of Data

Document analysis method was used during process data acquisition. Document analysis is one the qualitative methods to analyze the content of pressed and electronic documents carefully and systematically (Ary, Jacobs & Sorensen, 2010). The studies and articles conducted in the related field were examined, and positive and negative transfers were detected and they are ordered under two headings from these articles. The data were acquired by scanning from the studies published related to impacts of geography and culture in terms of positive and negative transfers in teaching Turkish as a foreign language in Asian and Pacific countries on the databases of National Thesis Center of Council of Higher Education of Turkey (CoHE) (URL 1), Google Scholar (URL 2), and Dergipark (URL 3).

The scans were made with "teaching Turkish as a foreign language, Turkish education as a foreign language in Asian countries, positive transfers, negative transfers" keywords. The studies related to the subject area were compiled, and collected under three subheadings of doctoral theses, master's theses, and articles. Afterwards, the studies collected in the research were examined, and the studies being in the research area were classified by their areas. Content analysis technique in analyzing the data. The studies discussed in accordance with the purpose of the research were expressed in numeric data by positive and negative transfers, type of the study conducted, numbers of positive and negative transfers, and these transfers' distribution for Asian and Pacific countries, and commented under the results.

These points are especially paid attention when articles and theses forming the basis of the research:

1. Positive and negative transfers are dwelled on.
2. It is stated that How the transfers in the works are discussed.
3. The data acquired after the research were examined in terms of positive and negative transfers.

Validity and Reliability

Two experts studying on teaching Turkish as a foreign language to provide validity and reliability of the research conducted. The formula of Huberman (1994) on agreement+disagreement was used. Consistency percentage among the coders was regarded.

The researcher negotiated the codes related to two field experts and got a conclusion when coding where consistency is not achieved.

RESULTS

The results acquired from the research are presented in the tables below.

The results on the question of "How many detected studies are there in positive and negative transfers of the individuals learning Turkish as a foreign language in Asian and Pacific countries?" which is found in the research's subproblems

Table 1. The studies conducted on the positive and negative transfers in teaching Turkish as a foreign language in Asian and Pacific countries

Study type	*F*	%
Doctoral theses	2	5.7
Master's theses	10	28.6
Articles	23	65.7
Total	35	100

When Table 1 is examined, it is found that there are 35 studies on examining positive and negative transfers of geography and culture in teaching Turkish as a foreign language in Asian and Pacific countries. 5.7% of them are 2 doctoral theses, 28.6% are 10 master's theses, and 65.7% are 23 articles.

The results on the question of "What are the distributions of the transfers in the studies on positive and negative impacts of geography and culture in teaching Turkish as a foreign language in Asian and Pacific countries?" which is found in the research's subproblems

Table 2. Distribution of positive and negative transfers detected based on the research

Transfers	Positive Transfers	Negative Transfers
Morphological	2	17
Phonological	2	13
Misspelling and	0	13
Grammar	1	18
Syntax	2	14
Vocabulary	1	8
Total	8	83

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When Table 1 is examined, it is found that there are 2 morphological, 2 phonological, 0 misspelling and punctuation, 1 grammatical, 2 syntactic, and 1 vocabulary positive transfers while there are 17 morphological, 13 phonological, 13 misspelling and punctuation, 18 grammatical, 14 syntactic, and 8 vocabulary negative transfers.

Accordingly, it is possible to say negative transfers are more numerous while negative transfers in the resources examined in teaching Turkish as a foreign language are so limited. Negative transfers are made in grammar and suffixes most. These kinds of transfers are the frequently encountered negative transfer forms because students' native languages have different structures from Turkish. Positive transfer examples detected in the study are given under "morphology, phonology, syntax, vocabulary" headings.

Morphological Transfers

The Turkish suffix "-çi" forming profession noun is used in Hindi-Urdu language. As examples of positive transfers that the students made concerning noun suffixes, *taklitçi* for imitator in Turkish, and *nakalçi* used in Hindi-Urdu can be exemplified. Also, there are some similar usages like aşçı-bawarçi (باورچی) "cook", and davulçu-tabalçi (طبلچي) "drummer" (Mohammad, 2020).

Phonological Transfers

The students state that they hear many words they use in daily life like "dünya" and "muhabbet" in series, easily understand "a" and "e" vowels in words, and do not suffer from problems in pronunciation (Mohammad, 2020).

Syntactic Transfers

It is found that both Turkish and Hindi-Urdu languages have a sentence order of subject, object, and predicate/verb at the end when evaluating them. Turkish "Ben okula gidiyorum." and Hindi-Urdu "Main skūl cā rahā hūn" meaning "I go to the school" have a similar feature (Mohammad, 2020).

Vocabulary Transfers

There are similarities between formation of Turkish and Hindi-Urdu idioms: It is found that like the examples of Turkish dayak yemek "to eat beating [to get a beating]", sopa yemek "to eat stick [to get a beating]", gam yemek "to eat grief [to grieve]"; *to eat* is also used in Hindi-

Urdu similarly. For instance, Hindi-Urdu mar “stick”, khana “to eat”, and gham khana “to eat grief [to grieve]” (Mohammad, 2020).

The negative transfer examples detected in the study are given under “morphology, phonology, misspelling and punctuation, grammar, syntax, vocabulary” headings.

Morphological Transfers

Some gerund suffixes like “-ıp, ip” in Turkish make no sense at all for Iranian students, which makes them inadequate to form a sentence (Özden, Boylu Başar, 2017).

It is found that students do not use case suffixes while writing and speaking because there are not any prescriptive rules in daily Persian language. For instance, “Saat 09.00 ev gittim.” (It should be “Saat 09.00’da eve gittim.”) (Özden, Boylu Başar, 2017).

As the example of the Indian students’ mistakes on possessive suffixes, the sentences “ O evi çok iyi. (Onun evi) Çanağı yere düşürdü ve çanak kırdı. (Çanağı) Ali’nin anne vardı (annesi)” are found (Şehitoğlu, 2020).

Phonological Transfers

It is found that Persian audience learn vowels hard, and confuse font and back vowels with each other after learning them in the phonological aspect (Özden, Boylu Başar, 2017).

It is found that the vowels “ü, ö, ı” existing not in Persian are the subject that Persian individuals learning as a foreign language have difficulty to understand most (Özden, Boylu Başar, 2017).

It is found that students suffer from pronouncing “ö, ü, ı” vowels existing not in Persian for Turkish words, and they pronounce these vowels as “o, u, i” (Özden, Boylu Başar, 2017).

It is found that the vowels “a, ı, i, o, ö, u, ü” are represented with *alef*, *waw*, and *ya* letters in Arabic while they are presented directly as separate letters in the Turkish alphabet. It is found that Arab and Persian students have difficulties pronouncing and writing these sounds (Şengül, 2014).

It is found that Arab students have difficulties differentiating “a” and “e” vowels. For instance, they wrote “Maydena, itiberen, başlngcınden, yaşanteleri, gitiran, bylaşmaleri, sonocende, yeryüzena” which is incorrectly written just because they could not differentiate “a” and “e” vowels.

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Misspelling and Punctuation Transfers

It is found that Arab students made misspelling mistakes because they could not differentiate sounds in some words. For instance, “Başlangecenden, başlıngıcından, başlngcınden, itiberen, , ehtiyacı, ihteyaci” (Şengül, 2014).

Indian students’ misspelling mistakes can be exemplified with the sentences “Ondan *reca* ettim (rica). Dün *akaşam* biz çok eğlendik (akşam). *Süleman* dede yemek yiyemiyordu. (Süleyman)” (Şehitoğlu, 2020).

Arab students’ mistakes can be exemplified with the sentence “Bu yüzden hayatımdaki en önemli broblem savaşı ve yapanci ülkede yapanci hayatımdır. Bu yüzden hayatımdaki en önemli problem savaş ve yabancı bir ülkedeki yabancı hayatımdır” (Gürler, 2019).

Grammatical Transfers

It is found that Persian students frequently make mistakes in some grammar subjects like aorist tense verbs, noun phrases, indefinite past tense (Özden, Boylu Başar, 2017).

It is found in another study that noun phrases are one of the subjects that students have difficulties with. It is found Iranians, non-Turkic students, could not differentiate definite and indefinite noun phrases (Özden, Boylu Başar, 2017).

It is found that Iranian students confuse places of use of “–mAk” and “–mA” suffixes in the subject of noun phrases (Özden, Boylu Başar, 2017).

Syntactic Transfers

The mistakes that Indian students made on misusing noun phrases are found. The sentence “Bebeğin cinsiyeti öğrenmek istiyor (bebeğinin cinsiyetini)” can be exemplified for this kind of mistake (Şehitoğlu, 2020).

As an example of students’ mistakes on misordering elements of the sentence, “Ali dedi kaşık yapıyorum (Ali “kaşık yapıyorum” dedi)” is found (Şehitoğlu, 2020).

As an example of Arab students’ syntactic mistakes, “Bazı şeyler olumlu yaptı bazı şeylerde olumsuz. Bazı şeyleri olumlu bazı şeyleri de olumsuz yaptı” is found (Gürler, 2019).

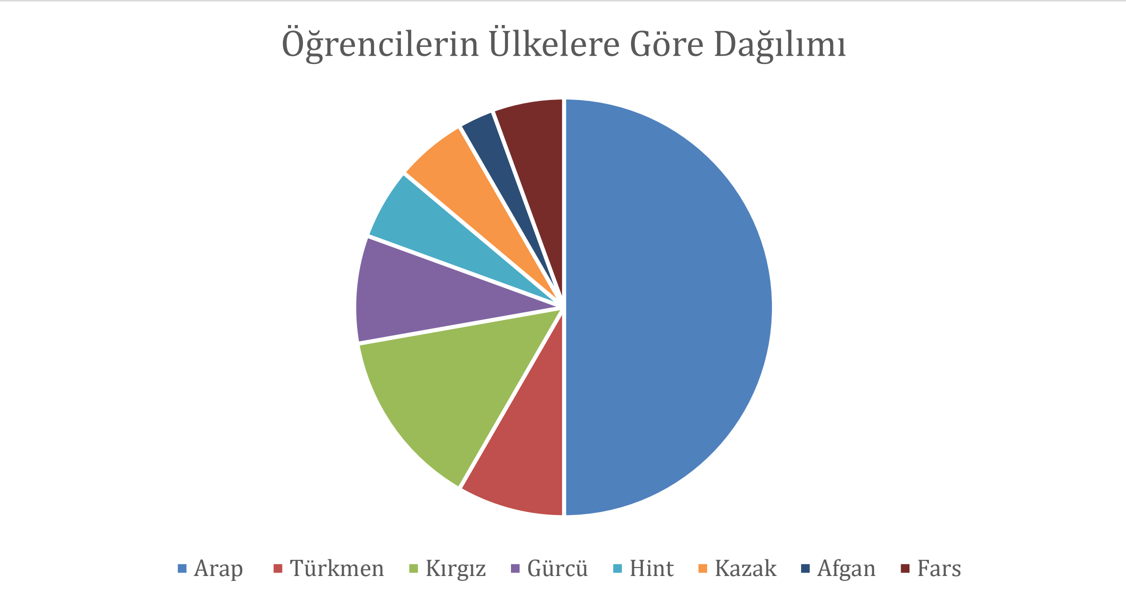
Vocabulary Transfers

It is found that the fundamental reason for negative transfers arising from using common words in Turkish and Arabic is that they want to write in colloquial language in vocabulary.

The sentences like "O ama zaraları da var. Ama zararları da var. İnternetin başka zaralı da var çok kişi interneten saysinde piş işirler karışıyor, internet insanın zaral da var faydası da var" can be regarded as examples (Gürler, 2019).

Additionally, the sentence "Siyahet gitmeden önc eşyalar getirmek lazımdır. Seyahate çıkmadan önce yanınıza eşyalarınızı almanız gerekmektedir" can be seen as the example of negative transfers that Arab students made in the vocabulary (Gürler, 2019).

The results on the question of "What are the distributions of the individuals learning Turkish as a foreign language by Asian and Pacific countries?" which is found in the research's subproblems



Graphic 1. The distribution of the students by countries in the studies examined in the research

As seen in the Graphic 1, it is found that the distributions of the students by country are 50% Arab students, 13.9% Kyrgyzs, 8.3% Turkmens, 8.3% Georgians, 5.6% Indians, 5.6% Kazakhs, 5.6% Persians, and 2.8% Afghans. It is seen that Arab and Kyrgyz students cover the majority, and it is found also that the studies conducted on Indian, Afghan, Persian, and Kazakh students are limited.

Conclusion

In this study where positive and negative impacts of geography and culture on learning Turkish as a foreign language in Asian and Pacific countries are examined, the conclusions are presented below.

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There are 35 studies where positive and negative transfers of geography and culture in teaching Turkish as a foreign language in Asian and Pacific countries are examined. 5.7% of these studies are 2 doctoral theses, 28.6% are 10 master's theses, and 65.7% are 23 articles. Accordingly, it is found that there is a huge gap between them when comparing numbers of articles and other studies. When taking scope and significance of the subject into consideration, it is possible to say more postgraduate studies should be conducted.

It is found that there are 2 morphological, 2 phonological, 0 misspelling and punctuation, 1 grammatical, 2 syntactic, and 1 vocabulary positive transfers.It is found that there are 17 morphological, 13 phonological, 13 misspelling and punctuation, 18 grammatical, 14 syntactic, and 8 vocabulary negative transfers. It is seen that positive transfers are very few while negative transfers number in when examining the resources in teaching Turkish as a foreign language. It is found that the largest number of negative transfers is related to the use of suffixes and grammar. While that they are caused from learning incorrectly is considered, it is thought that Turkish learner individuals' negative transfers from their native languages are significant factors in these transfers because many students repeat these mistakes frequently.

When considering the distributions of the students by country, It is seen that the places are given to Arab students 50%, 13.9% Kyrgyzs, 8.3% Turkmens, 8.3% Georgians, 5.6% Indians, 5.6% Kazakhs, 5.6% Persians, and 2.8% Afghans in the studies. It is seen that the great majority of the studies are conducted on Arab students. It is found that the studies on Kyrgyz students follow, and the studies on Indians, Afghans, Persians, and Kazakhs are limited. Also, any studies were not found in the countries where Turkish draws attention such as Malaysia, and Indonesia.

Teaching foreign language covers a multidimensional and multifaceted process that should be arranged regularly for the students' characteristics like different motivation, reason, aim, and expectations. The individuals who were raised in a different language, culture, perspective, and the system of education may suffer from different difficulties or learning disabilities as learning a language. It is crucial in teaching a foreign language that the differences and similarities between the target language and its culture, and language and culture of the individuals who learn it as a foreign language should be determined. These determinations would make the teaching process productive for both students and language teachers.

When considering the currentness of positive and negative transfers in teaching a foreign language, it is seen that the studies on teaching Turkish as a foreign language are very limited. The transfers were not discussed in data sources of this study directly but mentioned indirectly. It is found that transfers were discussed indirectly in the limited number of numerous studies related to teaching Turkish as a foreign language in Asian and Pacific countries. These conclusions show that the studies related to impacts of culture and geography in the teaching a foreign language for Turkish are very few and inadequate.

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Metaverse As a Learning Tool: Sample Applications

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Abstract

New emerging technologies also affect education. In this context, the recently emerging metaverse technologies also find a place in education-related research. Metaverse offers high immersion, virtual reality experience and a new social space, allowing users to have brand new experiences on the internet. For this reason, it is possible for students to benefit from new educational opportunities by using these tools. In addition, some restrictions that arise with two-dimensional distance education technologies, which are frequently used during the pandemic period, can be overcome with the metaverse.

For these reasons, studies on the metaverse have been encountered in the field of education recently. The subject of this study is which studies are carried out in education about metaverse, which environments are preferred, and which sample applications about the use of metaverse in education. With this study, which metaverse examples are included in education and how metaverse tools are used in education are examined.

Keywords: Education, Applications, Metaverse.

Introduction

There are many studies on education and technology in the literature. Each new technology will be used in education is important. One of the most important technologies of recent times is metaverse technologies. In this sense, with this study, it is aimed to give an idea about how to use metaverse applications and metaverse environments in education.

Metaverse is a super-reality universe where physical reality is combined with digital virtuality, allowing multiple users. In addition to virtual environments such as Metaverse, technologies such as augmented reality and virtual reality are based on the convergence of sensory interaction. Metaverse is also known as a multi-user social network. Dynamic interactions are possible in the digital world with Metaverse (Azar, Barretta and Mystakidis, 2022).

Although the term metaverse has gained popularity recently, it is a long-standing concept in the literature. The term metaverse first appeared in the book Snow Crash. In this book written by the American author Neil Stephenson, the metaverse is depicted as a virtual environment parallel to the real world. (Stephenson, 2003).

In order to fully understand the metaverse technologies, some of their properties should be known. A metaverse environment has a number of features. The first of these features is interaction. Interaction means users interact with each other and with the metaverse environment. With interaction, a social network can be created in the virtual environment. Another feature of Metaverse is institutionalism. Institutionalism is possible with the use of avatars in the metaverse environment. Another feature of the metaverse is persistence. The metaverse environment preserves its properties even if users are not included in the metaverse environment. (Díaz, 2020).

Other authors have described the properties of the metaverse differently. For example, Dionysio et al. (2013) listed the qualities that the metaverse should have as follows::

Realism: Realism, which is expressed as the real-like experiences of the users in the metaverse environment, also means that the users experience a sense of social presence.

Ubiquity: ubiquity means users can access the media from different devices, as well as be included in different metaverse environments with the avatars and identities created by the users.

Interoperability: Interoperability refers to the exchange of information and data between different metaverse environments.

Scalability: scalability means meeting hardware and software requirements to support multiple users and media components at the same time.

There are studies in the education about the metaverse, the basic features of which are listed in this way. Within the scope of this study, studies and sample applications related to the use of metaverse in education are included.

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Metaverse Applications in Education

There are some studies with metaverse in the field of education. Some universities have prepared a number of studies for students to study in the metaverse environment. Stanford University brought 263 students together in a metaverse environment in a study conducted in 2021. These students, who have their own augmented reality glasses, trained in the metaverse environment for a total of 20 weeks during the two courses. This metaverse environment with topics such as health, climate change or sports education allows students to be involved with their avatars (Stanford, 2022).

The use of metaverse in health education is gaining importance day by day. Therefore, there is research in this area. In a study on dentistry, the metaverse mentions the advantages of students' learning by using haptic devices. Locurcio (2022) drew attention to the importance of the metaverse for dentistry in his study. Since dentistry is a sensitive field, students' gaining technique in this field and feeling virtual objects reveal the importance of the metaverse in dentistry.

In one of the studies on metaverse and education, avatar-based participatory learning is supported. In this study, which was carried out using the game-based learning model, the students learned the language with the metaverse by learning the words. In this study, which consists of different categories, students receive beginner, intermediate and advanced education (Yoo, Chun, & Author, 2021).

The metaverse environment can be used in areas that are difficult to experience. In a study, radioactivity, nuclear safety education and STEM education were presented in the metaverse environment. As a result of this study, the importance of providing trainings such as nuclear safety education and STEM education at an early stage has emerged (Kanematsu et al., 2014).

Metaverse can be used in different fields as educational opportunities. In a study about metaverse and education, metaverse environment is preferred for architectural education. Within the scope of the study, the metaverse was used in the education about the history of architecture. In the application part of the study, a virtual copy of a pharaoh's tomb was presented to the students in the metaverse environment. The use of architectural models for architectural education in students' metaverse environment constitutes the theme of this study (Gaafar, 2021).

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It is pointed out that educational effects cannot be achieved sufficiently with e-learning. It is important for various higher education institutions to increase the attendance rate for distance education. In a study where virtual learning environments were designed for engineering students, they designed problem-based activities in engineering education (Kanematsu et al., 2009).

Metaverse can also increase the possibilities of mental learners. In a study, the metaverse environment was used to gain the necessary skills for mentally disabled individuals to continue their lives. As a result of the study, it was revealed that the metaverse is effective in the learning of life skills of individuals (Cheung et al., 2022).

Second life, which is one of the environments that comes to mind when Metaverse is mentioned, also contains many educational environments. For example, Museum of Computing History is an example for those who want to learn about computer history in the metaverse environment. The College of Medicine at the University of South Florida provides the opportunity for students to receive education in the fields of Nursing, public health and continuing education in a second life environment. The University of Western Australia is located in a second life environment. The Autistic Resource Center is an educational organization created to talk about the lived experiences of individuals with autism. As you can see, there are many different educational environments in the second life ("Second life", 2022).

Minecraft, another medium that comes to mind when Metaverse is mentioned, offers educational opportunities through education.minecraft. Under the Minecraft education title, there are options such as coding, e-sports, virtual teacher academy and education opportunities in the metaverse environment ("Minecraft Education", 2022).

spatial.io, a website used as the metaverse universe, offers a variety of educational opportunities. Andrew Wright, who has designed a number of learning environments with the "The iTeacher" metaverse project in this metaverse environment, offers environments with different themes. The "Britain at War" metaverse universe contains objects describing Britain's war years. The "Fossil Museum" is a metaverse environment where visitors can examine three-dimensional fossils and also learn about fossils. "Da Vinci Force Gallery" is a metaverse environment that provides information about Da Vinci and showcases the devices designed by Da Vinci. Users can see examples of machines designed by Da Vinci. Spatial.io offers this and many similar learning environments (Spatial.io, 2022).

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The Opensim platform, which allows institutions and individuals to create their own metaverse environments, is used by various organizations. For example, Stanford University offers metaverse possibilities in healthcare using the Opensim platform. This environment, which includes various models and simulations, is used for the metaverse ("Open Sim StanFord", 2022).

Conclusion

Within the scope of this research, studies on metaverse and education were examined. In addition, the websites and applications used to create a metaverse environment are also mentioned. By looking at the studies on the metaverse in education and the applications used, the use of the metaverse in education can be viewed with a general perspective.

When we look at the studies on the use of metaverse in education, it is seen that the metaverse is used for education in a wide variety of fields. Health, climate change, sports education, dentistry, foreign language learning, nuclear safety education, STEM, architecture, engineering, education of the mentally handicapped are among the examples that come to mind when education is mentioned in the metaverse.

Metaverse environments were also examined within the scope of this study. The environments to be used for the Metaverse are varied. Major metaverse environments include Second Life, spatial.io, Minecraft, Opensim. Within the scope of this research, sample metaverse studies in these environments are also mentioned. The metaverse possibilities of each environment are different. Minecraft offers a version of minecraft education for education, while openssim allows independent users to design their own educational environments.

As a result, metaverse examples in education were discussed with this research. Thus, it is aimed for researchers to reach information about the use of metaverse in education. With this study, researchers who want to do educational studies with the metaverse can have an idea about sample applications and environments. At the same time, studies on the metaverse have been put forward in which areas and a guiding study has been tried to be put forward in the future metaverse studies.

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Discuss Various Writing Techniques in order to Find Solutions to its Problems

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Abstract

Reading extensively in both one's native language and the target language (L1 and L2, respectively) is the most important factor in developing one's reading skills, as demonstrated by the findings of an investigation into the reading strategies and extensive reading practises of students of English as a foreign language (EFL). Learners have a strong desire to read more when they engage in extensive reading since it offers them rich background knowledge, awareness of language, and more. In addition to that, it lays the groundwork for quick reading, the development of reading strategies by students, and an enhanced capacity for predicting the context of sentences. It also serves as the foundation for rapid reading, the discovery of reading methods by learners, and increased context guessing ability.

Introduction

The ability to put one's thoughts down on paper is fundamental to the development of language. When written in the English language, which is employed extensively for the mediation of information on a worldwide scale, its significance increases. According to Hyland (2003), the performance of language development is dependent on the increase in skills in writing. The work of an influential ESL writer has to be coherent, logical, well organised, interesting, and appropriately ordered, and the writer also needs to have a varied vocabulary and awareness of mechanical rules (Hall, 1988). However, writing is sometimes seen as nothing more than a component of teaching and studying grammar and syntax. This demeans the nature and importance of writing and slows down its progression. The development of this skill therefore attracts significant attention for its learning and instruction from the very beginning of language education. Nunan (1989) contends that writing is a challenging cognitive activity that requires the student to exert control over a variety of variables. As a result, the development of this skill attracts significant attention for its learning and instruction from the very beginning of language education.

These factors include the academic background of the author as well as their interest in a variety of psychological, linguistic, and cognitive concerns (Haider, 2012; Rashid, M. H., & Sipahi, E., 2021).

PROCESS APPROACH

Planning

In process writing, the teacher abandons assigning pupils a writing topic and receiving the finished output for revision while remaining uninvolved in the writing process. In other words, the process approach to teaching writing emphasizes the writing process rather than the ultimate output for the plan.

Generating

The categorization system designed to account for observed variations in L1 and L2 writing comprised three main categories subsumed by numerous smaller ones. The first category, process, contained allusions to planning (ideation generation, goal setting, and organization), writing (conversion of ideas into written language), and reviewing (reading, evaluating, and revising). The audience, paragraphs, directness, cultural references, formality, style, structure, and introductions are all included in the second category, rhetoric.

Goal Setting

The categorization system designed for topic recommendations for instructors is divided into four major areas. As in the other categorization systems, the first phase contains planning, writing, and editing references. The second, culture, encompasses all allusions to culture in general and directness and audience. The third main area, pedagogy, contains allusions to classroom issues, writing assignments, and extracurricular learning activities.

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Organizing

Language is the last significant category, including allusions to L1 and L2 comparisons, spoken vs written form, grammar, vocabulary, and print-code standards. Two coders (the researcher and another experienced ESL professional with writing skills) independently evaluated the references in two randomly chosen student writings to test the reliability of the text analyses—consistently putting references into categories. There was complete agreement on the categorization of references for both discrepancies and recommendations for proper organization, Rashid, M. H., Lan, Y., & Hui, W. (2022).

Writing: Transcribe Ideas into Written Text

Handwriting, capitalization and punctuation, spelling, vocabulary, word use, sentence and paragraph organization, production, overall quality, automaticity or fluency, and comprehending different kinds of written information are all considered components of written communication (text structure). We never worry about grammar when we write in Chinese. Our words, like the ink in my pen, flow freely. When writing in English, though, I typically start with Chinese phrases and then convert them into English using English grammar. It is true, especially when we are writing a lengthy-phrase or expressing a complex scenario. Even when we do it this way, we occasionally have difficulty communicating our message. Grammar seems to be the only weapon available to us while writing English essays. We wish we could ignore the grammar while writing in English like we do when writing in Chinese.

Reviewing

In reviewing, four respondents remarked on the distinctions between L1 and L2. When reviewing in the L2, he focuses more on spelling and grammar and, as a result, less on the organization than when writing in his Ll. According to reports, variations in the meanings of words and phrases in the L1 and L2 made rewriting the L2 very difficult. The reasons for evaluating differed greatly between L1 and L2. The L1 would be concerned with style and text organization, while the L2 would be concerned with vocabulary and word order.

Reading

The final step in the academic reading process is reviewing. The other actions you took while reading–previewing, active reading, and summarizing–helped you remember the information. Reviewing it helps to keep it in place and ensures that it is available when you need it later.

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Evaluating

Makes judgments about the value of ideas or materials for a given purpose in a given context. Presents and defends opinions by making judgments about information, the validity of ideas or quality of work based on a set of criteria. Compares and discriminates between ideas. It is essential to identify possible bias in the work of others, Distinguish between fact, fiction, and opinion, Develop and strengthen your ability to distinguish between relevant and irrelevant content, Draw cogent, well thought out conclusions, Rashid, M. H., Ye, T., Hui, W., Li, W., & Shunting, W. (2022).

Revising

The term "revision" refers to the act of seeing something for the first time (re). Proofreading is not the only thing that revision entails. It entails going back over entire concepts to ensure that everything aligns with the document's goals. In other words, rather than being written once, a document is anticipated to go through several draughts. Use the time to work on your paper and take pauses from writing when you have lots of time to revise. You may be able to return to your draught with a fresh perspective if you can forget about it for a day or two. Put your writing aside at least twice during the rewriting process: once during the first portion, when you are structuring your work, and once during the second part, polishing and paying attention to details, Rashid, M. H., & Islam, W. H. J. (2022).

Conclusion

The purpose of the study was to investigate the writing challenges faced by ESL students, as well as the factors that impede these students' capacity to develop their writing skills and the strategies that may help these students improve their writing abilities. As a consequence of the difficulties, factors, and suggestions that were investigated in this research, it is possible to claim that ESL learners have a variety of hurdles when it comes to writing; nevertheless, their writing skills may be improved by recognising the origins of these problems. The results of the research have the potential to be useful for English language teachers and students enrolled in ESL programmes at postsecondary educational institutions.

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Ecological Results of Creation of Average Kura Cascade and other Reservoirs

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Abstract

From the conducted research it can be concluded that the construction of reservoirs created on the Kura River was very important for our country. The construction of both hydroelectric power stations and thermal power stations has greatly benefited our republic.The creation of the Kura River Cascade also prevented water floods.However, along with this, there were some negative effects on the downstream of the Kura River.For example.The water of the Kura (reservoirs, due to the regulation of water) decreased downstream, it should be noted that water does not reach the Caspian Sea in some seasons, and the surface of the sea water rises along the Kura on the contrary. This also leads to the fact that the biodiversity in the Kura is reduced and even destroyed. Due to global climate change, there are difficulties in meeting the country's water needs as a result of the lowering of the water level in the Kura and Araz rivers, the largest rivers in Azerbaijan.Clean water is reduced by 20% due to pollution of the Kura and Araz rivers from the territories of neighboring countries (Georgia and Armenia).The Kura River is most exposed to anthropogenic impacts within the city of Tbilisi(40 km). The left tributaries of the Araz River are subject to serious pollution by some regions of Armenia that after the confluence of the Araz and Kura River in the territory of Sabirabad (sugovushan) it flows into the Caspian Sea in the lower reaches of the Kura.

Keywords: Kura River, Cascade, reservoir, pollution, biodiversity.

Introduction

The Kura River, an important life artery of the South Caucasus, was exposed to serious pollution in the territory of neighboring Georgia before it entered the territory of the Republic of Azerbaijan. Its waters include Akhalsikhe, Borjomi, Khashuri, Kareli, Gori, Kaspii and.s. industrial and household-communal waste of cities mixes.However , the most complex environmental conditions occur in the territory of Tbilisi, as the river flows through the city area at a distance of 40 km.All the waste of the city of Rustavi is discharged into the river.

Azerbaijan is one of the oldest agricultural countries in the world. Although irrigation agriculture, which has a history of up to three thousand years, covers a large part of the land suitable for Agriculture, its water supply has always been negligible.Thus, the state of irrigation in general depends on the flow of rivers in the summer lowland period.The water they discharge during this period is only up to 15% of the annual flow.

The main part of Water Resources in Azerbaijan is made up of river waters.S, H.Rustamov and R.M.According to gashga (1987), their total volume is 30.9 km3.But only 1/3 of the flow (10.3 km^3) is formed on the territory of the Republic, and the rest comes from neighboring territories.The flow generated on the territory of Azerbaijan accounts for only 14.5% of the water resources of the South Caucasus (71 km3) and 0.2% of the water resources of the former USSR.Despite the fact that the area of the Rioni River Basin, which flows into the Black Sea, is up to 15% of the territory of the Republic of Azerbaijan, its flow exceeds the territory of our republic (13.6 km^3).

Uneven distribution of river flow in the Republic throughout the year and on the territory location of the territory in the arid climate zone and evaporation up to 3 times greater than the flow causes great difficulties in studying the water demand of various sectors of the economy and requires extremely efficient and economical use of Water Resources.

The future development of the economy in the Republic can only be ensured by regulating the flow of all rivers.The Republic has more than 140 reservoirs.57 of them are engineering structures built on the basis of a special project.The rest were built by local economic authorities and their volume was 1 million. they are ponds smaller than m3.The total area of all water reservoirs of Azerbaijan exceeds 1000 km^2, which is 1.3% of the territory of the Republic.

The total volume of reservoirs of the Republic exceeds 21 km3.This figure is 10.3 times greater than the river flow (3 km^2) formed in the area.Their construction allows regulating the flow of rivers and efficient use of Water Resources yaratmışdır.Su most of its warehouses were built for irrigation purposes.Only 6 of them (Mingachevir, Shamkir, Sugovushan, Sarsang, Yenikend and Varvara) have complex or energy-irrigation significance.Although they make up only 5% of the number of reservoirs in the Republic , their volume was 20.6 km^3, the water reaches 97% of the total volume of reservoirs.

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The total area of Mingachevir, Shamkir, Yeniken and Varvara water and reservoirs included in the Orta Kura cascade is 841.5 km^2, and the total volume is about 20 km^2. This means that 76% of the total area of the reservoirs of Azerbaijan and more than 89% of their volume fall to the share of these 4 reservoirs built on the Kura River.

Among the reservoirs, one should especially note The Mingachevir reservoir, which occupies a brinci place in size.Its water mirror and water mass account for 62% of the area and 76% of the volume of the Republic's reservoirs.The Mingachevir reservoir, whose construction was completed in 1953 in the middle reaches of the Kura River, is a huge reservoir of complex importance.This water junction consisting of hydroelectric power station and two water channels allows to use its water resources effectively in the downstream of Kura River yaratmışdır.Su the volume of the reservoir regulates the flow of the Kura River and ensures the water demand of Agriculture in the Kura-Araz lowland, as well as the Prevention of floods and malaria and other diseases caused by them in the lower reaches, improving the environmental conditions in general and ensuring the functioning of agriculture throughout the year.s. for it is of great importance.

After the commissioning of Shamkir reservoir in 1982, the Kura River has completely lost its natural regime in the downstream.These 2 large reservoirs together with Varvara and Yenikend reservoirs have created conditions for long-term regulation of the flow and transformation of the middle flow of the Kura River into a cascade of reservoirs and hydroelectric power plants.

Water reservoirs have important energy importance.They are necessary not only for the operation of hydroelectric power plants, but also for the operation of a very large thermal power plant, such as the “Yeni Azerbaijan” hydroelectric power station in Mingachevir.

At the same time, the construction and operation of water reservoirs led to some undesirable consequences, and the shortcomings in their design and placement gave a serious impetus to the violation of the ecological balance.

Studies show that the influence of reservoirs on the volume of inflow in large rivers is observed at great distances along the lower reaches. When the river does not accept large tributaries, it cannot restore its silt to the mouth.However, despite the collapse of the mines in the Mingachevir reservoir and the outflow of stagnant water to the lower side, it can have a strong impact on the change in the flow of Kura mines in Sabirabad and Salyan settlements bilmir.Su in the Zardab settlement, located 150 km from the reservoir, the river is able to restore 25% of its silt, and after the confluence of the Araz River near Sabirabad, it almost regained its former silt.

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Regulation of river flows in the Caspian Sea basin through dams and reservoirs after the Second World War was formed during the long geological period when valuable fish, especially sturgeons, lived and multiplied, seriously aggravated the ecological conditions.Goat and semi-goat fish, as a rule, live in the sea , but for reproduction (spawning) they can be found on the Volga, Kura, Araz, etc. They move up the upper reaches of rivers.Since the construction of dams blocked their migration routes, it caused a sharp reduction in these very valuable fish species and caused enormous damage to the fish farm.As a result, fish stocks and fishing in the Caspian Sea basin have decreased so much that it should be regarded as a geological disaster.

Up to 90% of the world's Sturgeon reserves are concentrated in the Caspian Sea. However, as a result of anthropogenic impact, including regulation of the flow of rivers, great damage was caused to the ancient fauna of the Caspian Sea. Sturgeon and herring species were greatly reduced, and ship and rockfish species were completely destroyed, and some fish species were listed in the "Red Book".

Along with the construction of dams, pollution of the Caspian sea, rivers and lakes with industrial and domestic wastewater, oil products and climate have a very negative impact on the sharp reduction of fishing in the Republic. Anomalous heat causes a decrease in biodiversity in the Caspian region.Collector-drainage waters contaminated with herbicides and pesticides, which are discharged into the sea to the fish farm, also cause a lot of damage. Toxic chemicals that enter rivers, lakes, reservoirs and the Caspian Sea are toxic and dangerous not only for aquatic organisms, especially fish and invertebrate plankton and benthos, which make up their main food sources, but also for the population.

Over the past 5 years, the volume of water in the Kura River has decreased by 45-50% depending on the season.Of course, in places with a small volume of water, fish can spawn and reproduce.Recently, the water of the Kura almost does not reach the Caspian Sea, and the water of the sea enters the Kura.In this case, during the spawning period of fish, especially transient and semi-migratory fish cannot reproduce.It should be said that the decline in some fish stocks is typical not only for our country, but also for the entire Caspian Sea.

Statistics show that in 1932, that is, until the implementation of large-scale water management measures in the Kura River Basin, 305 thousand. Sentiner is a valuable transitory and semi-transitory fish.After the construction of many large water facilities, their catch in 1982 decreased to 20 thousand sentiners and thus fell by 50 times over 15 years.

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Researchers believe that the reason for these serious consequences is also the fact that less fresh water enters the sea water area at the mouth of the Kura River due to the use of irrigation, the deformation of the natural regime of the distribution of river flow during the year through Mingachevir Shamkir, “Araz water Junction” and other water reservoirs.

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Using low-orbit satellites as the main resource for creating a recreational industry on a regional and global scale (on example of Azerbaijan)

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Abstract

During the industrialization period of Azerbaijan, the fundamental factor of development is not the oil-gas sector. The manifestation of the main pace of their increase is use of the modern methods and technologies as well as means of doing business on the example of the recreational industry. The climate-forming factors of Azerbaijan and its geographical location is an important stage for building favorable recreation and tourism areas. For this purpose, the use of the modern technologies is relevant; as an example, it is advisable to use low-orbit satellites and different content transfer via them.

Keywords: Climate, Climate-Forming Factors, Recreation, Tourism, Low-Orbit Satellites, Wireless Power.

Introduction

Tourism in Azerbaijan is a significant component of the country's economy. According to 2017 data, the tourism sector provides about 4% of Azerbaijan's GDP, with some fall in 2020-2021 due to the pandemic, but promising to grow from 2022 and further while being a relatively fast-growing industry (https://en.wikipedia.org/wiki/Turism_in_Azerbaijan).

The country's territory is relatively small, but its location at the crossroads of Europe and Asia makes it attractive for the development of the tourism business. According to the Köppen climate classification, nine types from eleven accepted of climate ones are observed in Azerbaijan. The types of climate in Azerbaijan vary from the mountainous climate of the tundra to the subtropical climate, which is represented in a significant part of the country. At the same time, Azerbaijan has a significant territorial space and is the owner of a huge tourist therapeutic and health-improving resource potential and prospective for its development as an important type of recreational activity in the country (http://www.economy.in.ua/pdf/1_2019/11.pdf).

Since sanatoriums, resort areas, tourist routes in Azerbaijan are organized and functioning in areas with the most favorable climate, and the effect of treatment and rest largely depends on the weather, weather and climate factors can be considered as a recreational resource that contributes to the preservation of health, mental and physiological comfort of a person (Hasanov & Zeynalov, 2019).

Recreational resources are objects and phenomena of nature, as well as human activities that can be used for recreation, tourism and treatment. It is discriminated several types of recreation and tourism:

- Cognitive - visits to cultural and historical places, cruises;
- Wellness - treatment and prevention of diseases;
- Sports - hunting, fishing, active tourism, mountaineering, etc.;
- Adventure (extreme) - diving, rafting and other types of recreation associated with increased physical and emotional stress;
- Ecological - the desire to be closer to nature, to know the traditional culture of peoples, traditional places of recreation and tourism (https://nsportal.ru/ap/library/drugoe/2016/12/28/prezentatsiya-na-temurazvitie-rekreatsii-na-severnom-kavkaze).

The development of tourism in Azerbaijan overcomes such a serious problem as unemployment, which affects all sectors of the economy and is a catalyst for their development (Echanly & Gadzhiev, 2003). The organization of the tourism business in modern conditions can be carried out in the presence of a number of components: capital, technology, personnel, recreational resources (https://cyberleninka.ru/article/n/mehanizm-funktsionirovaniya-rynka-rekreatsionnyh-resursov/viewer) and energy supplement to areas involved into recreation business.

The current situation around tourist recreational areas requires new approaches to regional management, technologies and development. These approaches should take into account possible risks and contain measures for their minimization for making the areas ready to sustainable development (https://cyberleninka.ru/article/n/analiz-riskov-v-strategii-ustoychivogo-razvitiya-turistskih-rekreatsionnyh-territoriy).

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The matter of tourism risks covers all kinds of threats against the subjects and objects of the tourism market. These threats extend to infrastructure facilities, enterprises of the tourism industry and the tourists themselves and can very significantly in dependence on a tourist activity (https://revolution.allbest.ru/economy/00895561_0.html). Of course, at any milestone of the tourism industry one has to supply electric power to cover all the requirements (Hasanov, (no date) Taking into consideration that the facilities and tourists are usually placed on big distances, the problem of power maintance becomes critical for sustainable recreation.

The recreational system is a complex managed and partially self-governing system consisting of interconnected subsystems: vacationers, natural and cultural territorial complexes, technical systems and service personnel (https://otherreferats.allbest.ru/sport/00096275_0.html). In terms of our concept it is proposed two purposes for satellite use for recreration industry, 1) monitoring recreational resources, and 2) supply wireless electric power for sustainable recreation.

To provide technical systems for monitoring recreational resources, it is advisable to use an aerospace monitoring of systematic observation of the state of the environment. The monitoring system of any level includes three components grouped into two segments: the ground and the orbital (and/or air). In the first segment, onboard motion systems of the spacecraft operate and is managed. The second one covers the observation system as a set of remote sensing equipment. The third component includes special instruments and devices that provide the necessary parameters of the orbit and orientation of the spacecraft, as well as equipment for transmitting remote sensing data to the Earth and their treatment.

All these components are included in the orbital segment of the space remote sensing system. The ground segment of the space environmental monitoring system includes two components: a) a ground receiving and command station with a control complex and b) an operation center for the entire system as a whole. The last component includes departmental and regional networks (as well as autonomous stations) for the reception, primary processing and distribution of monitoring data (Malinnikov, Stetsenko, Altynov, Popov, 2008).

The second use of low-orbit space systems is scheduled to supply wirelessly electric power for purposes stated above, namely to provide sustainable recreation under various and changing conditions. The technology of wireless electric power transfer through satellites can eliminate the use of the wires and batteries, thus increasing a) the mobility, b) convenience, c) independence, and 4) reliability in communication for all the components of recreation industry. This technology allows tourists

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- be far from the electric grid as long as they want;
- to use their devices as much as they need do not thinking of recharging the devices;
- to use their mobile devices under different meteorological conditions without referring on temperature, moisture, sunlight etc.;
- be safe in any rescue operations.

The concept for using space systems for electric power transfer has been firstly described in report of the first author (Hasanov, 2009); in this paper, we suggest just one application of these systems. In more detail, the second use of satellites is described in (Hasanov, no date).

Under desire, the local network can be physically and logically extended up to the regional and/or the global level. From technical stand point this is not problem, since low-orbit space systems cover all the Earth’s surface and can, at least, physically serve for all the costumers.

Conclusion

The paper considers the main climatic and geographical patterns of the development of the recreational industry in the territory of Azerbaijan with its discovery of favorable recreation and tourism areas. Taking into account that the climate and the geographical location are the main resources for the development, it is advisable to identify the main factors for minimizing risks in the creation of campsites and holiday homes as well as for making the recreation sustainable. For this purpose, it is advisable to use modern methods and means of research using low-orbit radar satellites as a) a part of remote monitoring system, and b) a measure to supply wirelessly electric power to tourists (any consumers) to extent the scale of recreation business.

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Sustainable Tourism Development Strategy in an Effort to Attract International Tourists in the Era of the Covid-19 Pandemic in 2019-2021 in the Province of Bali

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Abstract

The Covid-19 pandemic has created problems for the tourism sector in the Province of Bali. Restrictions imposed by the government make all access to carry out activities in public places unable to work. This has an impact on the tourism of the Province of Bali which relies on tourist visits, especially foreign tourists where most of tourism-related income comes from foreign tourists. As a concept of tourism development, Sustainable Tourism Development (STD) has an important role through strategies that help overcome the problems being faced in order to attract foreign tourists to the Province of Bali. This research was conducted using descriptive qualitative methods through interviews with Mrs. Herawati as the Sub-Coordinator of Business Standards and Certification of the Bali Provincial Tourism Office. CHSE or Cleanliness, Health, Safety and Environmental Sustainability as the STD Strategy intersects with other development concepts, this then supports the development of tourism in the Province of Bali which is ready to adapt in the era of the Covid-19 pandemic so that it can attract foreign tourists when the regulatory restrictions for international tourism travelers have been opened, apart from that in an effort to attract foreign tourists the government is implementing Work From Bali as a form of public diplomacy to build public confidence in tourism in the Province of Bali which is ready in the pandemic era.

Keywords: Covid-19, STD, CHSE, Tourism, Bali

Introduction

The Covid-19 pandemic hit the world, an increase in cases every day makes this pandemic even more intense. The Covid-19 virus, which is increasingly difficult to control, requires mature regulations from the government to achieve a better condition. Coronavirus Disease 2019 or Covid-19 itself is a virus that was first discovered in Wuhan City, China which then spread to almost the entire surface of the world, this virus itself is caused by a new virus called betacoronavirus which is similar to MERS-CoV and SARS- CoV.(indonesia.go.id, 2020)

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Tourism is positioned as one of the main pillars of Indonesia's national development. Where now and in the future, as well as in the government's efforts to realize people's welfare and prosperity, the tourism industry is then expected to contribute to increasing the country's foreign exchange. Thus, successful tourism development can not only promote the country's economic recovery through its contribution to the gross national product. If the tourism industry is managed properly, it can guarantee the preservation of nature and culture, as well as the prosperity of the population. In an effort to fulfill tourism development, it is necessary to apply a development concept that helps reduce the negative impact of tourism development itself (ILO, 2012).

Tourism development then becomes important in the era of the Covid-19 pandemic, where tourism development carried out with the concept of sustainable tourism must have the right strategy so that the role of sustainable tourism becomes important to see how tourism developers build tourism destinations that have a positive impact both on environment, society, culture, and the economy in particular can adjust in this era of the covid-19 pandemic. Furthermore, with tourism that is in line with the concept of sustainable tourism, the tourism sector will help realize various sustainable development issues that exist in Indonesia during the pandemic.(egsa.geo.ugm.ac.id, 2021)

The existence of success in the tourism sector can encourage a good impact on the economy or revenue of each region through existing factors, including the number of tourists who come to visit. Thus, the number of tourist visits becomes a factor used as an indicator to measure the success or achievement of the tourism industry so that it can have an impact on the government and society. Along with the development of Indonesian tourism, natural wealth and cultural diversity are the main factors for attracting tourists to tourist destinations in Indonesia so that this is also able to generate interest for foreign tourists to come to visit Indonesia. Foreign tourists or foreign tourists are an important indicator in tourism where through the expenditure of foreign tourists can have a positive impact on the development of regional income both directly and indirectly, the greater the expenditure made by foreign tourists, the greater the benefits for the regional economy. Thus, it is very important for the government's strategy to attract foreign tourists to travel again during the Covid-19 pandemic era in order to stabilize and improve the regional economy and enforce safe travel during the pandemic era.(Anggarini, 2021)

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Research focuses on the development of sustainable tourism in the Province of Bali, as one of the provincial tourist destinations in Indonesia and is one of the best in the world, Bali has various tourist objects including natural, cultural and maritime tourism. There are many tourist objects in regencies spread across Bali. Bali and tourism then cannot be separated where the Province of Bali is present as an area with the main tourist destination, abundant natural beauty, to the uniqueness of art and culture which is the main attraction. Thus, the analysis carried out refers to the development of a sustainable tourism strategy in the Province of Bali in order to restore Indonesia's tourism sector by attracting foreign tourists in the era of the co-19 pandemic.(Sweta, 2021)

Previous research on sustainable tourism development (STD) has also been carried out, one of which is as written by Mulki Hakim with the title "Strategy for Development of Sustainable Tourism Development (STD) Case Study: Tourism in Pangandaran Regency". This research sees that there is another side in society which still believes that tourism has helped build new infrastructure. The total capacity of tourism services is still very minimal, compared to other services. In maintaining consumer satisfaction, visitors give a good assessment of Pangandaran tourism. This research has the aim of looking at the efforts and strategies of the local government in maximizing the tourism sector which requires a pattern of tourism development or structured in this research also looks at the extent to which the Regional Culture and Tourism Office of Nganjuk Regency is in its strategy to develop tourism potential in the area.(Hakim, 2019)

Conceptual Framework

Sustainable Tourism is explained by the World Tourism Organization that sustainable tourism is a concept of tourism development/development that fully takes into account current and future economic, social and environmental impacts. So, it was concluded that this concept is related to development that is responsible for the environment, society, culture and economy so that it can be maintained by involving tourists, stakeholders and the role of the local community. Tourism development is carried out in order to increase the community's economic growth, and is a planned and structured business. Directions, policies, strategies and programs for tourism development must then be in line with the direction of national tourism development policies, and cooperate with each other, so as not to deviate from the objectives of tourism development. Tourism development must follow the principle of sustainability, combining ecological, social and

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economic sustainability. It is recommended that this strategic approach to sustainable tourism be used for small-scale local management and bring benefits to the general public.(Arida, 2020)

Sustainable tourism is scheduled as a concept which, if managed properly, can contribute to the fulfillment of Indonesia's Sustainable Development Goals (SDGs), including reducing poverty, rural development, preserving culture and society, environmental protection to gender equality.(sdgs.bappenas.go.id, 2018) In this case, I want to explain that tourism which is treated in a sustainable manner has an impact on sustainable development goals, where one of them can create an environmentally friendly job. This environmentally friendly work can be called that if it can help in reducing the negative impact of the natural environment so that it can be sustainable both from an economic and social perspective. With the existence of environmentally friendly jobs in sustainable tourism, it can further raise awareness and resources to help protect the environment, prevent infectious diseases, and grow opportunities in the field of education and training which then become the key objectives of the sustainable tourism sector so that it can help Indonesia achieve its development goals.(Eddyono, 2019)

The Sustainable Development Goals are an agreement in global development which is also a continuation of the previous development agenda, namely the MDGs. The SDGs themselves were officially ratified by world leaders on September 25, 2015 at the United Nations headquarters. SDGs contains 17 goals and 169 targets which are an action in global development for the next 15 years. These things are aimed at developing countries to end poverty, reduce inequality, create prosperity, and protect the environment, so that it can become a prosperous country. Each country then has an obligation to fulfill and achieve SDGs.(SDGs, 2018)

The concept of SDGs which was born at the Conference on Sustainable Development held by the United Nations in Rio de Jainero in 2012 has a basic goal to be produced in which the meeting is to obtain universal common goals that are able to maintain a balance of the three dimensions of sustainable development: environment, social and economy. In an effort to maintain the balance of the three main elements of development, SDGs then has 5 main basic pillars, namely humans, welfare, planet, peace and partnerships which have the desire to achieve three goals in 2030 which are achieving equality, ending poverty, and ending poverty.(Hadiwijoyo & Anisa, 2019)

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In the concept of SDG's 11th goal then discusses building inclusive, safe, durable and sustainable cities and settlements. This goal discusses building or creating a safe and sustainable city, where this then leads to maximizing access to safe and affordable housing to repairing slums. This goal also involves investing in public transport, creating green spaces for the public, and enhancing inclusive urban planning and governance. (unstats.un.org, 2014) Furthermore, the target of SDG's 11th goal includes strengthening efforts to protect and safeguard the world's cultural and natural heritage, significantly reducing the number of deaths and the number of people affected and substantively reducing the direct economic losses associated with global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and those in vulnerable situations, providing safe, inclusive and barrier-free green public spaces for all, especially women and children, the elderly and the disabled.(Górriz-Mifsud et al., 2016) Diplomacy is a practice in implementing a relationship between actors through an official representative. Diplomacy itself becomes an operational way of achieving its national interests outside the jurisdiction of a country. Since long ago public diplomacy has become a well-known instrument in an effort to achieve the interests of a country. Public diplomacy is also the most conventional way of political communication in the 21st century. Thus, public diplomacy is still a new thing in international relations, public diplomacy itself has been used in practice for a long time by world countries.(Clarke, 2016)

Public diplomacy is a state effort to achieve its national interests through influencing foreign audiences, informing, and understanding. Or in other words, public diplomacy, in short, emphasizes the government to the community/individual as well as the community/individual to the community/individual itself. With the aim of forming a good perception of a country by the international community so that it becomes a common social foundation for broader relations and interests to achieve. Furthermore, professor of Public Diplomacy Nicholas J. Cull, stated that public diplomacy is used by international actors in an effort to manage the international environment by interacting with the international public.(Gurgu & Cociuban, 2016)

In its implementation, public diplomacy is not only carried out by the state, but the actors implementing public diplomacy can vary, such as transnational companies appointed by the state. In the implementation of public diplomacy, information technology plays a big role in this era, such as the internet which is capable of running large and well-known media so that it can be used to reach the international community in a short and practical way. In addition, the implementation of public diplomacy is also aimed at being able to produce a creative society which is able to get opportunities to work together with people-to-people relations between the two countries or actors so as to be able to produce good economic benefits from this interaction (Ordeix-Rigo & Duarte, 2009)

Research Methods

Using qualitative research methods where qualitative research is a way of collecting data that produces descriptive data in the form of written words from certain phenomena and behaviors. A research approach directed at natural and whole backgrounds and individuals so as not to 'isolate' individuals or organizations into a variable or hypothesis. Research that utilizes open interviews and is equipped with in-depth observations to understand the attitudes, views, feelings and behavior of a person or group of people about a particular matter or case. Collection of data on a scientific background with an existing approach, to seek understanding of a phenomenon in a setting that has a specific context. Research that aims to understand a phenomenon as it is (especially from the perspective of the subject) which is described in the form of words and sentences in a special natural context by utilizing various approaches contained therein. This research is limited to the incidence of the Covid-19 Pandemic in the Province of Bali from 2019 to 2021.

Table 1. Number of Foreign Tourist Visits per Year 2019-2021 in Bali Province
Source: Central Bureau of Statistics for Bali Province

Entrance For Foreign Tourists	The Number of Monthly Foreign Tourists to Bali According to The Entrance of People		
	2021	2020	2019
Ngurah Rai Airport	43	1.059.198	6.239.543
Port of Benoa	8	10.275	35.667
Total	51	1.069.473	6.275.210

The Province of Bali is one of the provinces in Indonesia that has been affected by the spread of the Covid-19 virus since the entry of the Covid-19 virus into Indonesia on March 2 2020. The Province of Bali derives its largest revenue from the tourism sector, Bali Province at the end of 2019 began to experience an economic crisis due to a decrease in the number of tourists foreign tourists up to 99.99% from the initial foreign tourist visits of 552,403 foreign tourists in December 2019 to only 22 foreign tourists in August 2020.(Ardani, 2020) There are no tourists in tourist

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areas and all kiosks in tourist attractions are automatically closed. Without income, people's purchasing power then drops dramatically. This went on for a long time, until the end of 2020. The table above also shows that until 2021 the total number of foreign tourists visiting Bali is only 51 people. This data is the lowest number of visits from the previous two years where from 2019 to 2020 there was a drastic decrease in the number of foreign tourists visiting Bali and will continue to fall until 2021. Figures for 2019 show that tourism contributes 78% to the economy in Bali. Far away from the agricultural sector which only contributed 14.5%. This inequality then causes excessive dependence on the tourism sector. Before the pandemic, Bali's economy was running quite well. The economy grew by 5.63% (year-on-year) in 2019, higher than the national rate of 5.02% (year-on-year). But it didn't only end in negative things, the management of the Bali Province was considered relatively successful amid the Covid-19 virus pandemic in Indonesia. Given this success where Bali has not implemented a Large-Scale Social Restrictions policy, this success has attracted the attention of many parties. Data from the Province of Bali and National as of 9 June 2020 shows that the development of COVID-19 in the Province of Bali is also under geographic control.(Statista Research Department, 2022)

The enactment of the Enforcement of Restrictions on Community Activities was then held to replace the Large-Scale Social Restrictions policy which was implemented on March 31, 2020 through a Government Regulation in the Province of Bali. The Imposition of Restrictions on Community Activities replaces the term Large-Scale Social Restrictions which are then implemented January 11-25 2021. The Imposition of Restrictions on Community Activities is a restriction on community activities in parts of Java and Bali. However, prior to the implementation of the Implementation of Restrictions on Community Activities, Bali has implemented Restrictions on Community Activities in 2020 in response to Presidential Decree 9 September 2020 where the President has given authority to each governor to be more responsive and make policies that benefit their region in conditions of the spread of Covid-19. Restrictions on Community Activities are carried out in 2 stages, the first stage is prevention in the border areas of the city and the second stage is taking action (repression and treatment) throughout the city. The first stage lasts for a month, from 15 May to 15 June 2020. The implementation of the policy for limiting community activities is then multi-stakeholder.(Purwahita et al., 2021)

According to public relations data for the Province of Bali at the end of 2020 confirmed developments of covid-19 in Bali reached 17,099 positive cases on 27 December 2020. This represented an addition of positive cases from only 139 positive cases of covid-19 at the beginning of 2020 and on April 19 with 127 Indonesian citizens and 3 foreign nationals were confirmed through a press release from the task force for the acceleration of the handling of Covid-19 in the Province of Bali. Furthermore, on January 13, 2021 the number of confirmed Covid-19 cases reached 20,255 positive cases with 20,211 Indonesian citizens and 44 foreign nationals where this shows an addition of cases from 2020 to early 2021 in the Province of Bali. Until mid-2021 in July the development of confirmed cases of Covid-19 totaled 51,899 with 51,671 Indonesian citizens and 228 foreigners (www.who.int, 2022).

Then it was explained by the government of the Bali Provincial Tourism Office through interviews conducted stating that during the Covid-19 pandemic regarding data on tourist visit places or tourist objects in the Province of Bali tourist attractions were closed or did not receive visits by the government in December 2020, this then did not apply to hotels in the Province of Bali, there was no order from the local government to close the hotel but because there were no tourists visiting this then affected the hotel tourism business so that several hotels were forced to close. Hotel occupancy in Bali fell sharply from 63% in December 2019 to 46% in February 2020. This is also down from the 56% occupancy rate achieved in February 2019. The average length of stay of foreign and Indonesian guests at five-star hotels in Bali in February 2020 was 2.82 days, equivalent to the average length of stay (m-t-m) of guests in January 2020 which was also recorded at 2.82 days. The average length of stay in February 2020 decreased by -0.32 percentage point compared to 3.14 days recorded in February 2019 (year-over-year). Many workers in the tourism sector lost their livelihood due to travel restrictions, tourist attractions, hotels and restaurants were closed due to lack of tourists. Through the restrictions imposed, domestic revenues suffer losses. Bali, which is dependent on tourism, was greatly affected by these restrictions. Bank Indonesia pointed out that Bali's current economic growth rate is negative 1.24%, which is the worst in Bali because 70% of Bali's GRDP depends on tourism. The activity restriction caused Bali's economic growth to experience a deeper contraction of -10.98% (year-on-year) in the second quarter of 2020. Contributing factors include a decrease in household purchasing power in line with the decline in tourism performance and activity restrictions, as well as a decrease in foreign tourist visits and a decrease in demand for export commodities due to Covid-19. Furthermore, if the cumulative

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growth in the first quarter of 2021 to fourth quarter of 2021 is added up, Bali's economy will still experience negative growth or contraction of up to 2.47% in 2021 (c-to-c) (Rachman, 2022).

Implementation of Sustainable Tourism Development Strategy in Bali Province Tourism

Sustainable Tourism Development (STD) as an effort in the form of a sustainable tourism concept. A strategy with this concept is then needed for the recovery of tourism in the Province of Bali through regulations issued by the government in an effort to achieve stability again during the pandemic. As explained above regarding the strategy of Sustainable Tourism Development (STD) or sustainable tourism development which has a role as a reference in tourism development that fully considers economic, social and environmental aspects from now on to the future. The implementation of standardized health protocols is a joint effort to deal with and restore the national economy in vital sectors such as tourism. The CHSE-based health protocol policy is a new culture that needs to be introduced to tourism participants so that it can be well received by the local community.

The Ministry of Tourism and Creative Economy issued a CHSE or Cleanliness, Health, Safety and Environmental Sustainability policy or also called the Guidelines for Implementation of Hygiene, Health, Safety and Environmental Sustainability which is included as part of the Minister of Health Decree No. HK.01.07/Menkes/382/2020. This policy is an operational guide for tourism managers and entrepreneurs in adapting to new habits. This policy provides guidance to tourism managers and entrepreneurs in providing tourism services and meeting guest needs for products that are clean, healthy, safe and environmentally friendly in the pandemic era. This guide can then become a benchmark for Provincial and Regency/City Governments to business and professional associations related to the tourism sector to carry out outreach, education, mentoring, coaching, simulations, trials, monitoring and evaluation related to the implementation of hygiene, safety, health, and environmental sustainability. This is carried out in order to increase the confidence of each party, business reputation to tourism destinations. In making this policy, various parties were involved, all the provisions contained in this policy then referred to the guidelines and protocols that had been established by the World Health Organization (WHO), the World Travel & Tourism Council (WTTC), and the Government of Indonesia.

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The Province of Bali then became one of the provinces whose provincial government implemented the CHSE policy. The CHSE policy itself began to be implemented in September 2020, the Province of Bali implemented a new life order protocol which was implemented referring to the CHSE policy issued by the central government, so that as an area with the largest revenue from the tourism sector the Provincial government of Bali then issued a circular letter (SE) regarding the order new life in an effort to support central government programs for regional sustainability. The certification of the new life order protocol was then implemented as part of the implementation of the CHSE policy by forming a team of verifiers to access tourism businesses in the Province of Bali as well as several other CHSE-based programs. In more detail, the government of Bali in its strategy regarding the development of sustainable tourism in the pandemic era includes accelerating Covid-19 vaccination and regulations related to the behavior of tourist visits from immigration. There was no response regarding foreign tourists regarding the implementation of the CHSE strategy as a strategy in tourism development for the Province of Bali because visits for the international community were still closed in 2020-2021 but through this policy it was able to have a significant impact on efforts to travel safely in Bali so as to attract foreign tourists again in the future when Bali tourism is ready.

In practice, CHSE is carried out in every tourism business sector, such as the implementation carried out in hotels through the management of hotels in Bali which are required to have updates related to information on the Covid-19 virus, have standard operating procedures (SOP) in cleanliness, health, safety and environmental sustainability and others in the utilization and processing of materials such as energy and waste. Apart from that, it is intensive in coordinating with each health facility and ensuring beautiful and comfortable conditions in the physical environment of the building and there are still many guidelines for other sectors. It is recorded on the Ministry of Tourism and Creative Economy Bali CHSE website page to be the only province that has reached 2,245 tourism and creative economy businesses that are SNI CHSE verified.

Sustainable Tourism Development Strategy for Bali Tourism

The implementation of the CHSE policy is then implemented as a policy that is part of a sustainable tourism strategy, where this strategy is a guide for business actors or tourism managers in Bali by looking at the important factors in Sustainable Tourism Development (STD).(Cernat &

Gourdon, 2007) This is important in efforts to attract tourists, especially foreign tourists, where the development of CHSE-based sustainable tourism fulfills the factors that are already included in the goals of sustainable tourism development by taking into account good economic, social and environmental impacts that can have a significant impact on tourism development. Through CHSE, it then helps tourism businesses and creative economy businesses to the area itself. With a total of 2,245 tourism and creative businesses that have been verified by CHSE, they are able to increase the number of tourists in the Province of Bali with the management of factors related to Sustainable Tourism Development (STD), namely economic, social, environmental development by contributing to the community, tourists and traditional stakeholders so that they can travel safely. during the Covid-19 pandemic.

Table 2. Summary of Regional Revenue and Expenditure Budget (APBD) for Bali Province (Thousand Rupiah), 2019-2021

Regional Budget	A Summary of The Regional Budget of Revenues and Expenditures for The Province of Bali		
	2019	2020	2021
regional income	6.645.538.873	5.728.339.700	5.923.153.294
locally-generated revenue	4.023.156.316	3.069.474.218	3.117.070.009
Regional spending	6.518.313.868	6.358.121.475	6.270.667.214

Source: Central Bureau of Statistics for Bali Province

Regional original income as referred to in Law Number 33 of 2014 refers to revenues obtained by the regions which are collected in accordance with the provisions of laws and regulations in accordance with regional regulations. CHSE as a policy implemented by the Province of Bali then takes part in regional income in Bali. Even though the economy of the Bali Province is still recorded as minus as shown in the table above, progress can be seen from 2020 to 2021. Resident activities are an important factor in economic development, therefore the involvement of the concept of sustainable tourism is important in seeing how the Province of Bali stabilizes the economy which is carried out on a local scale in its management to the role of the community and tourists to traditional stakeholders to maintain this concept.(Undang-Undang Republik Indonesia Nomer 33 Tahun 2004, 2004)

One of the factors in the decline in regional income that occurred in the Province of Bali was also caused by a decrease in foreign exchange where the decline in foreign tourists made the condition of regional income in the last two years a minus. One of the efforts to increase the country's foreign exchange is to develop tourism as a strategic core to generate investment and accelerate economic growth. With this urgency, then through the Sustainable Tourism Development (STD) strategy, namely CHSE, which has mostly been implemented in the Province of Bali, it can then increase the economy of Bali again. Furthermore, the acceleration of achieving SDG's is closely related to economic recovery from the pandemic. SDG's acceleration can be maximized when the economy improves. In this case, Bali tourism is one of the industries affected by the pandemic. Therefore, it is hoped that the central government will reopen Bali, especially to foreign tourists, so that Bali's economy can recover so that it can increase foreign exchange again. Accelerating the achievement of the Sustainable Development Goals (SDGs) needs to be aligned with economic recovery. With the implementation of the CHSE in the province of Bali, it supports the urgency of SDG's in fulfilling it, such as hotels in the Province of Bali that have pocketed CHSE certification, besides that the people of Bali have achieved the target of co-19 vaccination.

As an international development agreement, SDGs encourage a shift towards sustainable development, including economic, social and environmental aspects where this is in line with the objectives of the concept of sustainable tourism which considers the development of these aspects in the present and the future. In more detail regarding the achievement of SDGs in the Province of Bali then in this case it focuses on the 11th goal of SDG's on making cities and settlements inclusive, safe, resilient and sustainable. The application of CHSE that supports SDGs in this regard, especially in goal 11.4 on promoting and maintaining world cultural heritage and world natural heritage, in addition to creating a safe and sustainable city and other indicators. With the CHSE policy which has several guidelines related to tourism businesses in the Province of Bali which cover important tourism sectors, including guidelines on restaurants, spas, hotels, activities (events), and on tourist attractions in Bali. With these guidelines, it can help realize building cities and settlements that are inclusive, safe, resilient, and sustainable and able to maintain and pass on Balinese culture so that they can promote Bali tourism itself so that it can attract foreign tourists.

Furthermore, in supporting tourism development that goes hand in hand with the concepts previously described in order to attract foreign tourists, the existence of other policy incentives

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related to tourism development is then urgently needed. The Indonesian government adopted a Work from Bali policy which was implemented in the early quarter of 2021 until the end of 2021. Work From Bali is a campaign for State Civil Apparatus/ministerial workers to do their work in Bali. This campaign then has the goal of returning Bali Province tourism to recovery so that it can revive Bali's economy, and build public trust in Bali Province tourism which is ready in the pandemic era. Sandiaga Salahuddin Uno, Minister of Tourism and Creative Economy, emphasized that Work from Bali is one of the policies pursued by the government to revitalize the tourism industry and the creative economy. Not only State Civil Apparatus, the private sector was also instructed to be able to hold events or meetings in areas including Bali by implementing strict and disciplined hygiene protocols. Minister of Tourism and Creative Economy Sandiaga Uno said that the WFB scheme was also expected to provide a multiplier effect of up to 70% for the creative economy and MSME products such as culinary, souvenirs and fashion, as well as other economic activities.

Work From Bali is a means of public diplomacy for the government to build public trust in order to restore tourism to the Province of Bali, this is Indonesia's own national interest in the pandemic era considering that the tourism sector makes a large contribution to the country's economy. With the start of this policy through workers in Indonesia to carry out their work activities in Bali, it can influence the public regarding safe tourism in the midst of a pandemic in the Province of Bali. Work From Bali is able to strengthen Bali's image in the eyes of the world, with various innovations Bali can be seen as working hard in preparing itself to rise so that it can serve tourists, especially foreign tourists with tourist destinations that are ready when foreign tourist visits have reopened, especially seeing Indonesia host the G20 in Bali is coming, therefore it is important to build the image of Indonesia, especially the Province of Bali, with all the proper preparations so that they are able to serve international guests optimally through Bali tourism which is ready in the pandemic era.

Conclusions and Recommendations

The Sustainable Tourism Development (STD) strategy, one of the outputs of which is CHSE or Cleanliness, Health, Safety and Environmental Sustainability in the Province of Bali, is intersecting with other development concepts. This is considered capable of supporting complex

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tourism development so that it can attract foreign tourists when the door opens. international flights opened when Bali Province was ready. With the large number of Bali tourism sectors that have been verified by CHSE, slowly the Bali tourism sector has fulfilled the safe requirements for traveling in the midst of a pandemic, so that when foreign tourists return to visit Bali they are able to boost the Balinese economy, especially Indonesia. The holding of Work from Bali is the first springboard for tour operators to visit Bali and provide testimony regarding Bali tourism which is ready to contribute to Bali's image in the eyes of the world so as to pave the way for foreign tourists to visit. However, due to the vulnerable time of the 2019-2021 pandemic which has resulted in restrictions for travellers, especially foreign tourists who have not been able to visit due to restrictions on foreign travellers at entry portals to Indonesia. Then the Indonesian government took advantage of this, especially tourism in the Province of Bali to fix the existing sectors first so that when it is considered ready for the international world, Bali tourism is able to provide services in traveling safely in the midst of a pandemic.

With these supporting elements, the Sustainable Tourism Development (STD) strategy in the Province of Bali is able to cover almost every sector, such as the SDG's national development agenda, inclusive, safe, durable and sustainable urban and settlement development (SDG's goals 11), and sustainable tourism or sustainable tourism, then with the Work from Bali policy which is a public diplomacy effort from the government to build public trust regarding Bali tourism which is ready. Thus, when all sectors have been supported, tourists, especially foreign tourists, can return to visit Bali. Without preparing a strategy that is not related to each other, it will be difficult for Indonesia to prepare Bali to become a province that contributes greatly to state revenues. Tourism in the Province of Bali, which is the pride of Indonesia, without a strategy whose development does not mutually support one another, will find it difficult to run in the pandemic era. Therefore, the people of Indonesia, especially Bali, are expected to be able to work together and contribute to development that starts on a local scale first.

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Fintech and Technological Disruption and Transformation of Insurance Sector

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Abstract

FinTech has raised the vastly changed the expectation of customers and the insurance sector is no exception. Driven by the influence of FinTech and InsurTech start-ups, the insurance industry is currently in the midst of a world of change with respect to its business operations, like change in the channels deployed, provision of customer-made flexible products with different pricing points, using artificial intelligence to do the work of underwriting, etc. Of late the insurance sector like the banking sector is facing a lot of pressure in offering digitalised products very different from the traditional ones. Hence the insurance sector is being compelled to accept and operate in the InsurTech environment which provides it the opportunity in creating partnerships and build digitalised strategies which focus attention on improving customer experiences.

Keywords*:* FinTech, InsurTech start-ups, Insurance companies, new untapped markets, customer experience, etc.

Introduction

Insurance sector is witnessing a scene where advanced technology has collided with usually encountered customer related problems in order to face the many challenges faced by the sector. These trends have started playing an active role by impacting the business operations of insurance companies in particular and the sector overall. With the rise of FinTech clubbed with drastic changes over the years in consumer behaviour and introduction of innovative advanced technologies the insurance sector is being disrupted.

Apart from the above, InsurTechs and technology intensive start-ups have started and continue to play a significant role in redefining the ultimate customer experience with the help of innovative practices which include risk-free underwriting, on-the-spot purchase options, activation of business opportunities and instant and easy claims processing procedures.

The other forces disrupting and transforming the insurance sector include aspects such as insurance companies partnering with product makers and distributors and embedding insurance into other products and services which provide customers an opportunity to identify and choose product that are ideal for their requirement. Hence it can be seen that of late, the channels used by insurance companies to market their products have changed for mutual

Today with the use of advanced technology no long is underwriting done manually. With the help of advanced technology such as artificial intelligence, underwriting is done by machines. On account of the above, it is possible to ensure that there is individualised choosing of risk based one's risk-taking capacity and customers are given an opportunity to choose from a wide choose of price points. Apart from the above customers also enjoy the benefit of having flexible products being sold to them. The products chosen by them could be on the basis of flexibility with respect to the time frame, based on any event and could also be made adjustable such that it accommodates changes like the age of the customer, his lifestyle and health conditions.

With the drastic changes in the shopping habits and patterns of customers in many emerging markets, insurance companies would do well if they introduce flexible and term products by keeping themselves acquainted with the complexities involved in the distribution patterns however, ensuring that there is no compromise when it comes to underwriting.

FinTech and InsurTech

In today's globalised world, we find that the insurance sector like any other sector is due for disruption and transformation by the onslaught of various innovative technologies. This has led to the experts coining a new name for the disruption and transformation of the insurance sector by innovative technologies as InsurTech. Like in other sectors of the economy, InsurTechs make use of technologies such as machine learning, big data, artificial intelligence and the internet of things which ultimately results in disrupting and transforming the insurance sector in a big way.

As of today, very many start-ups have started to play a significant role in disrupting the insurance sector. With the concept of Insurtech gaining momentum, the biggest advantages of the same is seen to be the big transformation brought about with respect to both the insurance

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companies and their customers. On one hand it has enabled such companies in improving their business process to a very great extent. With respect to their customers, they have been able to offer efficient and cost-effective services which has resulted in elevation of customer experiences to new unimaginable heights.

With severe competition prevailing in the insurance sector companies have to stage a fierce fight against each other. Thus, to enjoy competitive advantage it cannot be denied that insurance companies would have to constantly focus attention on reviewing and adopting new business models. The use of such innovative and technologically oriented business models have by no doubt, made it possible for insurance companies to be competitive in offering innovative customer tailored products. This besides, being technologically driven, they also have the opportunity to target and attract untapped segments of the markets. Further, their work in doing the able is further made complex due to many TechFin players who would most probably bundle insurance with the products marketed and sold by them.

It is also be noted in this context that unfortunately, Insurance businesses are rather slow in responding to changes because they have failed to learn from the disruption that has transformed the banking sector. InsurTechs are poised to dominate substantial portions of the insurance sector, thanks to the seemingly limitless investment from venture capitalists and minimal monitoring regulations in place. At present InsurTechs have established themselves in order to play a vital role in the insurance sector.

Disruption of Insurance Sector by Emerging Technologies

InsurTechs start-ups that use emerging technology are disrupting the insurance industry. Big data, IoT, telematics, machine learning, and artificial intelligence, for example, are altering how businesses analyse and price risks. Also, how they deal with insurance claims and settlements. InsurTechs are poised to dominate large portions of the market, especially with the help of venture capitalists. In addition, in the life and health insurance industries, creative firms are integrating genomic testing and epigenetics to identify risks. However, unlike the banking industry, the insurance industry appears to be lagging behind.

Opportunities for InsurTechs

The opportunities available in the market as of today for new InsurTechs have increased many folds and some factors such as lack of direct relationship which they have with customer’s, huge untapped demand, adopting not a very customer friendly attitude towards customers by insurance companies, and the resistance to change have opened up new avenues for InsurTechs to take advantages of the prevailing opportunities in the every-growing insurance market in India.

Customer relationships

Insurance firms, unlike their banking rivals, have never had direct consumer ties. A team of intermediaries which include brokers and agents, have been working towards increasing demand for insurance companies since the sector started its operations. A lack of direct contact with customers puts companies at a significant disadvantage and hinders them from knowing exactly what the expectation of the customers are. In addition, the incumbents use a number of outsourced entities, including as surveyors and damage assessors, to do their business.

Unmet Demand is Enormous

Insurance firms have not made sufficient attempts to include the millions of uninsured people around the world. Furthermore, they do not cover a large share of global losses. As a result, there is a lot of potential for new players to enter the market.

Not so Customer-Friendly Approach

Even in a good year, when claims are lower than predicted, incumbents are loath to share the additional earnings with their customers. Even if the reduced number of claims is due to clients taking better care of their health or managing their assets, this is true. As a result, buyers have the right to feel duped.

Change apprehension

As you may be aware, insurance is one of the oldest financial services firms, and as such, it is naturally resistant to change. The incumbents, unlike the nimble start-ups, are hesitant and unwilling to adapt their established, bureaucratic organisational structures. They are blind to fresh chances because of an antiquated organisational atmosphere. This is exacerbated by their overall aversion to working with new tech businesses.

Reasons as to why Insurance Industry is Susceptible to Technological Disruption

There are many parallels between the insurance industry and the banking and investment industries. The insurance industry is particularly vulnerable to technology

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penetration in a way that banks and investments are not. The reasons for this are as discussed below:

For starters, insurers are in the business of foreseeing the future. Machine learning and AI technologies can accomplish this in a flash and at a low cost. And the expanding amount of data, computational skills, and the ability to perform all of this remotely via cloud infrastructure make it easier for tech-savvy entrepreneurs.

• Second, insurance is a 'phygital' company. This implies that the insurance industry has a significant real-world component. Insurers provide coverage for real-world assets, and even life and health insurance have a physical component.

As of today, a wide range of developing technologies can be used in insurance, including IoT (Internet of Things) devices such as moisture and temperature sensors, drones with cameras, and IIoT (Industrial Internet of Things) devices. For instance, one can utilize dampness and temperature detecting IoT gadgets in rural regions and pre-guaranteeing examination and misfortune evaluation with drones outfitted with cameras.

Likewise, IoT gadgets can be introduced in costly manufacturing plants to anticipate mechanical issues with a good level of exactness. Telematics gadgets in vehicles can gather information pertaining to accidents. One can use this information to incentivize safe driving.

Like health bands, rings, and watches, health bands, rings, and watches can measure biological data and aid in the prediction of health risk events. A few start-ups are experimenting with epigenetics and genomic testing in order to predict insured death rates an order of magnitude better than traditional actuarial methods.

Hence, the incumbents face the difficult challenge of being on top of a broad range of technologies to compete effectively with InsurTechs.

Types of InsurTechs

The dynamic, emerging InsurTechs approach the insurance industry from a variety of perspectives. To begin, a few technology-focused InsurTechs strive to improve incumbents' process efficiencies. Other InsurTechs make life easier for customers by providing comparison shopping and assisting them in selecting the finest policies for them. Furthermore, a few others offer new and superior products that the incumbents do not even sell.

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Then there's a new breed of InsurTechs that operate on cutting-edge business models. Others, meanwhile, take advantage of emerging new marketplaces such as the sharing economy to sell specialised items tailored to their needs. Finally, a few start-ups, like incumbents, operate as risk carriers. The different types are discussed below:

Star-tups that Improve Overall Customer Experience

Customers can use these organisations' comparison-shopping services to assist them find the best coverage. They also don't compete with insurers; rather, they serve as demand aggregators for them. Of course, they disturb the agent-based distribution network. A few examples of such start-ups which improve overall customer service include one like the Policygenius which serves as a comparison-shopping insurance marketplace established in the United States, Coverfox is an Indian InsurTechs that is registered as an insurance broker and provides you with comparison shopping for insurance plans, as well as assistance with policy management and claims and Policybazzar which is a website that provides comparable services.

Start-ups that Make Incumbents More Productive

These are non-competitive digital businesses that work with incumbents to assist them streamline their operations and increase operational efficiencies in underwriting, claims processing, and regulatory compliance, similar to the previous class of InsurTechs. They help insurance businesses provide better services which include ones like what Trove has to provide like integrated insurance solutions to companies that wish to incorporate insurance into their product offerings while also earning a cut of the insurance revenue. Slice is another start-up which provides a comparable service.

Traditional insurance firms can use Shift's AI-based automation solutions to improve client experience and protect against a variety of insurance frauds. On the other hand, Wrisk provides insurance firms with a mobile-first, strong technological platform that will improve customer experience and Quantemplate serves as data integration and machine learning tool that helps incumbents gain important insights from their data.

Start-ups with Ground-Breaking New Goods

Unlike the other categories, these firms provide novel products and services that have not before been available on the market. This is disruptive to incumbents, and these new companies may be able to steal clients from them.

Parametric insurance, also known as index-based insurance, is a type of insurance in which the insurers pay the claim amount if a pre-determined event occurs. In agricultural insurance, for example, if the rainfall falls below a pre-determined level, the farmer gets reimbursed the claim amount. Alternatively, when the temperature rises above a certain threshold.

Climate Corporation, for example, a crop insurance disruptor, monitors weather conditions and provides farmers with timely information. This InsurTech also provides parametric insurance, in which the company covers claims based on the occurrence of a certain risk event. For example, if rainfall surpasses a certain threshold, the claim is automatically paid, eliminating the need for time-consuming risk assessment processes.

New Business Models for Start-Ups

Unlike traditional insurance firms, these InsurTechs convey the savings from fewer claims to their clients in the form of lower premiums. Laka, an InsurTech start-up, is an example of this type of company.

Start-ups Aiming for New Markets

The rise of the so-called "gig economy," in which millions of people work for themselves, has created new insurance prospects. You've undoubtedly also utilised services from the "sharing economy," such as Uber and Airbnb. In modern economy, there are various short-term insurance requirements for both owners and renters.

Many new InsurTechs, provide flexible, pay-per-use insurance coverage. For example, Dinghy is a wonderful example of an InsurTechs that is capitalising on this trend. This organisation provides freelancers and self-employed professionals with adaptable insurance plans for professional indemnity, public liability, and business equipment.

Likewise, Metromile ensures insurance premium is decided in accordance to one's driving habits. One would pay less if one drive less. When compared to typical insurers, the company says that customers can save up to 47 percent. On the other hand, Cuvva offers cutting-edge auto insurance policies that one can get immediately from one's phone in a matter of seconds.

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Start-ups that act as Risk Carriers

These are full-service InsurTechs that compete directly with the big players. They bear the risk of insurance on their own books. These InsurTechs are more profitable than incumbents since they have lower costs due to technology leverage and no intermediaries to compensate. Capital from venture capitalists is also a significant assistance. Unlike incumbents, these InsurTechs focus on claim avoidance by utilising technology to gather data on assets. They also educate clients and assist them in taking better care of assets and avoiding risk incidents. These efforts, obviously, result in fewer claims. Lemonade, an auto InsurTechs firm, for example, gives clients the choice to 'Giveback cause.' And from the cohort of customers for a particular cause, a significant amount of savings arising from lower claims go to the charities.

Conclusion

As indicated above, the insurance industry is particularly sensitive to technological upheaval. Furthermore, traditional insurance corporations have squandered a huge sum of money! Millions of individuals around the world do not have insurance, as you are aware. Furthermore, insurance coverage for a large share of damages is unavailable globally. And on other hand, emerging technological and societal changes are bringing up new insurable interests. All these are excellent opportunities for innovative InsurTechs, especially with unending capital availability from venture capital firms.

It is also very likely that FinTech rivals, like as e-commerce companies could bundle insurance with the items they offer, adding to the hardships of the latter. Several InsurTechs have sought to specialise in supplying these firms with embedded insurance solutions. As a result of the enlargement of the online market, FinTech applications is likely to bring about disruption which may have a huge impact on the insurance market. But, as of today, th present scenario does not offer much scope for one to evaluate and estimate the extent of such disruption which is likely to affect the insurance sector in the days to come.

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A Analysis of the Reverse Logistics System

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Abstract

In the competitive world of manufacturing, companies are often searching for new ways to improve their process, customer satisfaction and stay ahead in the game with their competitors. Reverse logistics has been considered a strategy to bring these things to life for the past decade or so. This thesis work tries to shed some light on the basics of reverse logistics and how reverse logistics can be used as a management strategy. This paper points out the fundamentals of reverse logistics and looks into what kind of decisions today's logistics managers have to take on a daily basis for the improvement of their logistics model. A growing concern has been developing to control rising global pollution, this paper also brings out some of the effects of reverse logistics decisions on the environment and vice versa. The thesis starts out by compiling the works of researchers and logistics experts in the field of logistics in the theoretical background section. Through a survey conducted in a few manufacturing firms in India, a small picture of the extent to which reverse logistics has penetrated the manufacturing world has been drawn.

Keywords: Reverse Logistics, Green Image, Corporate citizenship, Reverse Logistics activities, Returns.

Introduction

Reverse logistics is a fairly new concept and not until recently have researchers and logistics companies tried to focus on its effects on the managerial decisions. Also in recent years' customer satisfaction has been considered a very important aspect in the growth of any company and the focus on improving customer satisfaction has increased greatly. Recently researchers have found that reverse logistics can play an important role in improving customer satisfaction.

The main focus of this thesis would be to answer the following questions:

- What is the definition of reverse logistics?
- What are the principal steps involved in reverse logistics?
- What do companies do with the returned products?
- How do the returns affect the decisions made in manufacturing firms?
- How do environmental issues affect the reverse logistics decisions?

The literature review in this paper gives a clear picture about the concept of reverse logistics. The thesis makes an attempt to cover the works of various.

Methodology

A thorough literature study on the topic of this paper: Reverse Logistics was conducted for a short period. Several articles were found on the topic over the internet. After getting somewhat of a fair idea about reverse logistics, a preliminary set of questions were formulated for the survey. Most of the questions were either taken directly or inspired by the questionnaire developed by Rogers and Tibben-Lembke (1998), for their paper "Going Backwards: Reverse Logistics Trends and Practices". And one might even say that to a great extent this thesis has been inspired by the above mentioned paper.

Interview

After receiving the responses to the survey for this thesis, interviews were conducted with the respondents to better understand their responses and also to get a better idea of their understanding of the concept of reverse logistics. The interviews more like discussions were conducted with the respondents over the phone and through online chats.

What is being returned?

The third viewpoint on reverse logistics is obtained by looking at what is actually being returned. The three product characteristics that are relevant in this regard are:

- Composition
- Deterioration
- Use-pattern

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Who is executing reverse logistics activities?

The three main participants in the reverse logistics activities can be given as:

Forward supply chain actors (supplier, manufacturer, wholesaler

retailer) and Opportunistic players (such as charity organizations). Specialized reverse chain players (jobbers, recycling specialists etc...)

Classification of Reverse Logistics Activities

Rogers and Tibben-Lembke (1998) classify reverse logistics activities based on whether the goods in the reverse flow are coming from the end user or from another member of the distribution channel such as a retailer or distribution center; and whether the material in the flow is a product or a packaging material as given in Table 1.

Table 1. Classification of Reverse Logistics Activities

	Supply Chain Partners	End Users
Products	Stock Balancing Returns Marketing Returns End of Life/Season Transit Damage	Defective/Unwanted products Warranty Returns Recalls Environmental Disposal Issues
Packaging	Reusable Totes Multi-Trip Packaging Disposal Requirements	Reuse Recycling Disposal Restrictions

Challenges in Reverse Logistics

Most challenges in managing reverse logistics can be traced to two broad categories- Process and Investment (Two Steps Forward, One Step Back...,Saty Chawla, May 2007).

Ill-defined processes

- Too many touches points-A high number of touch points significantly increases the chance that the condition of the product will deteriorate.

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- Long cycle time-A high number of touch points in turn increases the cycle time which in turn increases the waiting time for the customer's return order. It also provides little time to recondition, repackage and resell the product.

- Missing feedback Mechanism-Incompetent business intelligence leads to incompetent reverse logistics, and not being able to track the issues that affect the reverse logistics.

Neglect

- Out of Focus-Previously management executives believed that making returns easier for the consumer increases the behavior of returning until it was found out to be profitable for the companies recently by researchers.

RESULTS

The survey targets at answering 6 basic questions:

- Which companies are affected by reverse logistics?
- What do they know about reverse logistics?
- How do customers choose their suppliers?
- How do returns affect the manufacturers?
- What happens to the returned goods?
- How well have the reverse logistics concepts penetrated the manufacturing industry?

In the following parts of this section these questions have been explained based on the responses to the survey.

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Metaphoric Perceptions of Primary School Students on Reading, Writing, Speaking and Listening Skills

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Abstract

In the study, it was aimed to determine the metaphorical perceptions of primary school students towards reading, writing, listening and speaking. The phenomenology design was used in the study. The research includes a sample of 88 students, selected by random sampling, who study in Trabzon province. In the study, metaphors are like "Reading…………………. Because……………………… is like Writing……………….. Because ……………….. is like speaking………………. Because………………………,Listening is like………………. Because ………………………" was collected with the missing expressions and analyzed with the content analysis technique. As a result of the analysis; It was revealed that primary school students produced 65 metaphors (61 positive, 4 negative) regarding reading skills. Metaphors produced by primary school students about reading skills; "guidance", "need", "development-information transfer", "habit", "entertainment-relaxation", "dreaming", "empathy", "physical activity", "tiring-boring". was found in the category. It was revealed that primary school students produced 75 metaphors (55 positive, 20 negative) related to writing skills. Metaphors produced by primary school students about writing skills; It has been determined that they are collected in 10 categories as "entertaining occupation", "success tool", "information transfer", "art activity", "imagination tool", "relaxing", "transferring emotions", "need", "Physical activity", "tiring-boring". has been done. Among the 73 metaphors (69 positive, 4 negative) produced by primary school students regarding speaking skills; "Personality Reflection", "Relaxing Tool", "Need", "Transfer of Emotion", "Must be Controlled", "Communication Tool", "Physical activity", "Fun Activity", "Enriching and conveying information", "tiring comprehension" It has been determined that it consists of 10 categories, including "power". Among the 75 metaphors (67 positive, 8 negative) produced by primary school students about listening skills; "Selective action", "Acquiring information-learning", "Production-Transformation", "Empathy", "Imagination", "Recording Tool", "Rest-relaxation", "Physical Activity", "Entertainment", "Change of emotion" It was determined that they were collected in the categories of "Need", "Boring Activity".

Keywords: Metaphor, primary school students, listening and speaking, reading and writing

Introduction

In order for people to express their feelings and thoughts to others or to understand the feelings and thoughts of others, they need to be able to communicate well with each other. For communication that can be established verbally or in writing; reading, writing, listening and speaking language skills are required. Because people who spend more than half of a day communicating; almost half of this one-day process uses listening, a little more than a quarter of it speaks, and the remaining quarter uses reading and writing skills (Başaran & Erdem, 2009). In addition, it is thought that not all language skills can be acquired at the same time, but can be acquired gradually.

It is seen that the first language skill that people acquire is listening. Although listening is an important language skill, it remains in the background when other language skills are taken into account (Özbay & Melanlıoğlu, 2012). The main purpose of listening (Karakuş Tayşi & Özbay, 2016), which is necessary for people to be successful in their social and individual relationships, is to enable the individual to master verbal communication (Yazıcı & Kurudayıoğlu, 2017). Only purposeless text readings, students' lack of awareness of the goals, a monotonous expression, the speaker's poor language skills, and the student's trying to take notes while listening prevent the development of listening skills (Epçaçan, 2013), but listening skills can be improved through education (Cihangir, 2004). In order to develop listening skills through education, it is necessary to create course contents equipped with active learning techniques, to activate them with different teaching techniques such as critical thinking-based listening training, and to use listening styles more (Aytan, 2011; Güneş & Aytan, 2021; Maden & Durukan, 2011; Şahin. , 2009). In this way, individuals' self-confidence in listening increases, develops a positive attitude towards listening, decreases their anxiety, and indirectly enables them to be successful in academic and social fields (MacIntyre & Gardner, 1989; Maden, 2021; Şahin, 2009).

Listening skill is the first important skill required for speaking skill (Barani, 2011). Speaking skill gained after listening skill; it emerges as the most important communication tool that individuals gain in their environment and use throughout their lives (Keskin, Baştuğ & Akyol, 2013). Speaking, which includes perceiving, processing and producing information, is an interactive meaning-making process and affects people's education, work and private lives (Florez, 1999; İşcan, 2015). For this reason, in a good speaking, the tone of voice should be used effectively, body language should be applied, the subject should be important, the speaker

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should have a good command of the subject and should use a plain, plain and self-reflecting style (Temizkan, 2013; Topçuoğlu-Ünal & Özden, 2014). It is necessary to develop speaking skills, to give students confidence, to provide many practice opportunities, to prepare appropriate environments, to give immediate correct feedback and to motivate students (Güneş, 2014). In this way, students can interpret information, evaluate the behavior of their friends, maintain their social relations, transfer their personal experiences and knowledge, and increase their school success (Akyol, 2006; Doğan, 2009).

After gaining speaking skills, individuals gain reading skills in the pre-school period or in the first grade of primary school. The purpose of reading, which is defined as the correct and fast vocalization of a text; It is to discover students' interests, to gain thinking, evaluating, fortifying, visualizing, rationalizing (adapting to logic) and problem solving skills in order to understand people and the world (Chettri & Rout, 2013; Little & Hart, 2016; Palani, 2012). Reading can negatively affect students' reading skills due to both the mental disabilities of the students and the hasty and oppressive attitudes of the teachers in teaching reading in schools. For this reason, students can mix letters during reading, cannot match the shape of the letter with its sound, have difficulty in spelling and separating words, make inversions and repetitions, make mistakes in reading aloud, lose their place during reading and switch to another line, and fall behind their peers in terms of speed and correct reading. It is seen that students have deficiencies in spelling and comprehension, have difficulty in understanding what they read and cannot fulfill the instructions given in the classroom (Akyol, 2003; Cain, 2010; Dağ, 2010; Koçer, 2018; Sidekli & Yang, 2005; Yılmaz, 2008). In order to overcome these problems experienced by students, it is necessary to know how to improve reading, which is an improvable skill. For this, parents and teachers need to work in cooperation and be a model for students (Fletcher, 2017). In addition, it is necessary to increase students' reading motivation, improve their attitudes (Collins & Svensson, 2008; Kirchner & Mostert, 2017), encourage reading, and give immediate feedback to students (Wigfield, Guthrie, Tonks, & Perencevich, 2004). In addition, it is beneficial to do reading with methods such as interactive reading, in which students can be active in the process, rather than in the form of continuous traditional reading (Yurtbakan, 2022).

After reading skills, students' writing skills develop (Comley, Hamilton, Klaus, Scholes, & Sommers, 2007). Writing, which is a very effective and useful method for the individual to confront his own feelings within himself (Arıcı & Ungan, 2013); It is among the expressive language skills and is defined as expressing feelings, thoughts and information using various symbols in line with certain principles (Göçer, 2014). The development of writing skills may be difficult for an individual who does not know in which order he should transfer his feelings and thoughts to the paper, has trouble in creating a coherent text, and is worried about making spelling and punctuation mistakes (Zorbaz, 2011). It is seen that students who do not develop their writing skills fail in situations such as writing titles, creating text sections, expressing the main idea clearly, including auxiliary ideas, using vocabulary effectively, protecting semantic integrity, transferring information correctly, writing legibly, following the rules of spelling and punctuation. (Duran and Özdil, 2020). Writing, which has many cognitive, sensory and psycho-motor aspects, requires a planned and effective teaching process (Allal, 2018). In order to overcome the difficulties of writing, it is important that teachers do not neglect the preparation stage before the lesson and make the writing activity attractive with some motivating games before moving on to writing activities. Teachers should prepare sample sentences before the activity on how they can make the narration effective; should embody the act of writing by bringing sample expressions from sources such as magazines, newspapers and books to the classroom environment. The best way to gain writing skills is to support text creation with effective examples (Saluk & Pilav, 2018).

One of the specific aims of the Turkish teaching program is to improve students' listening, speaking, reading and writing language skills (Ministry of National Education [MEB], 2019). In order to achieve this goal in schools, teaching activities are carried out by teachers. The richness of the course content offered by the teachers, their attitudes and behaviors during teaching, the interests of the students; It can create different perceptions in students towards listening, speaking, reading and writing skills. The perceptions that students attribute to these skills can be brought to light with the help of metaphors. Because metaphor is a powerful mental tool that one can use to explain and understand a very abstract, complex or theoretical phenomenon (Saban, Koçbeker & Saban, 2006). Metaphors; it is of great importance in terms of helping people determine their point of view in making sense of situations, events, facts, objects and concepts, that is, the world (Susar-Kırmızı & Çelik, 2015). In the field of educational sciences, it is important to analyze concepts by associating them with life in order to determine perceptions about a concept or phenomenon, to transfer experiences, and to share feelings and thoughts (Aykaç & Çelik, 2014). In addition to detecting perception, it also helps to teach abstract concepts and terms by embodying them (Morgan, 1998).

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One of the specific aims of the Turkish teaching program is to improve students' listening, speaking, reading and writing language skills (Ministry of National Education [MEB], 2019). In order to achieve this goal in schools, teaching activities are carried out by teachers. The richness of the course content offered by the teachers, their attitudes and behaviors during teaching, the interests of the students; It can create different perceptions in students towards listening, speaking, reading and writing skills. The metaphor studies carried out for Turkish language skills in the field of education that students attribute to these skills; It is seen that language education in schools is based on which theory (Pishgadam & Navari, 2010) and it is done to determine the perceptions of teacher candidates about reading, writing, listening and speaking skills (Çetinkaya-Özdemir & Kaya, 2021; Erdağı-Toksun, 2019; Tiryaki & Demir , 2016; Ulu, 2019; Ulusoy, 2013). It is seen that metaphor studies are carried out to determine the meanings that primary school students attribute only to reading and writing (Bulut & Kuşdemir, 2018; Köksal, Erginer & Baloğlu, 2016). The lack of a metaphor study to determine primary school students' perceptions of listening and speaking necessitates the study. Also in the study; It is important to determine the perceptions of the students whose mother tongue is Turkish about the four basic language skills of reading, writing, speaking and listening, in terms of determining which language skills are more emphasized in schools or how effective the studies while trying to develop language skills are in reaching the goal. The metaphorical perceptions of primary school students towards reading, writing, listening and speaking will be determined. Sub-purposes:

1. What are the metaphorical perceptions of primary school students about reading skills?
2. What are the metaphorical perceptions of primary school students about writing skills?
3. What are the metaphorical perceptions of primary school students about listening skills?
4. What are the metaphorical perceptions of primary school students about speaking skills?

Method

Research Design

The phenomenology design was used in the study conducted to determine the metaphorical perceptions of primary school students about reading, writing, speaking and listening skills. In the phenomenology design, the views of individuals on a particular subject are defined and interpreted (Yıldırım & Şimşek, 2006). In the study, it was tried to determine what primary school students think about Turkish basic language skills, which is a special subject.

Study Group

A total of 88 (42 girls, 46 boys) primary school students, who were selected via random sampling. 14 of the students are in the 2nd grade, 30 of them are in the 3rd grade, and 44 are in the 4th grade.

Data Collection Tool

In the study, there is a form prepared by the researcher for data collection. In the first part of the form, which consists of two parts, there are 2 questions to determine the gender and grade level of the students. In the second part of the form, there are incomplete sentences that students need to fill in order to determine their basic Turkish language skills. These sentences are as follows;

Reading is like ………………………. Because…………………,

Writing is like……………………….. Because…………..

Speaking is like………………. Because…………………

Listening is like………………. Because…………………

Data Collection and Analysis

The data were collected in the last week of September of the 2022-23 academic year. Fourty minutes was given to the primary school students to fill out the form given to those who want to fill it out voluntarily. During this period, students were asked to write down what they likened to reading, writing, speaking and listening, along with their reasons. The data obtained with the help of the form were analyzed by content analysis. Content analysis is defined as a systematic, repeatable technique in which some words of a text are summarized with smaller content categories with coding based on certain rules (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2008). The steps in the studies of Erdağı-Toksun, (2019) and Bulut and Kuşdemir (2018) were followed in the analysis of the metaphors produced by primary school students regarding reading, writing, speaking and listening. First, the papers of the students were checked and 3 papers that did not include the reason part were not evaluated. Because for the metaphor to be accepted, its justification must be explained (Forceville, 2002). Then, the metaphors produced by primary school students for each language skill were transferred to a

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temporary list, and similar metaphors were classified by looking at how often they were repeated. Excerpts were made from the examples of students who were thought to represent the classification well. Then, the metaphors produced by the students were presented by grouping them under conceptual categories. At this stage, the categories created from the metaphors previously produced by pre-service teachers and primary school students about Turkish language skills were used (Bozpolat, 2015; Bulut & Kuşdemir, 2018; Çetinkaya-Özdemir & Kaya, 2021; Erdağı-Toksun, 2019; Köksal, Erginer & Baloğlu, 2016; Tiryaki & Demir, 2016; Ulu, 2019; Ulusoy, 2013). Finally, according to the reliability calculation formula of Miles and Huberman (1994), the agreement between researchers was 95% in the data analyzed by an independent researcher and a lecturer with a doctorate degree from primary school who had done reading and metaphor studies before. Incompatible metaphors were discussed and a common result was reached. According to Miles and Huberman, reliability; It is found by dividing the consensus by the sum of the agreement and the disagreement, and it must be at least .70.

Findings

In this part of the study, metaphors produced by primary school students regarding reading, writing, speaking and listening skills will be included.

The metaphors produced by primary school students regarding reading skills are shown in Table 1.

Table 1. Metaphors of Primary School Students on Reading Skills

Category	Metaphor	f	Metaphor	f	Metaphor	f	Total
Guidance	Treasure	2	Information	1	Dere	1	12
	Plane	1	Turtle	1	Imagine	1	
	Moon	1	Işınlanma	1	Travel	1	
	Chess	1	Dream	1			
Need	Parrot	1	heart	1	Beatiful	1	3
Development-information transfer	Information	6	Brain	2	Race	1	19
	Reading	1	Football	1	Study	1	
	Happiness	1	Star	1	Construction	1	
	Jewel	1	Gold	1	Tree	1	
	Sürprise	1					
Habit	Not to notice	1	dream	1	storm	1	5
	Crystal	1	Bilgi küpü	1			
Entertainment-relaxation	game	4	Entartainment	5	Rest	3	25
	beatiful	2	Bird	1	car	1	
	Pearl	1	Birthday	1	Pipe	1	
	Adventure	1	World	1	Imagination	1	
	Flower	1	Comfort	1	Game	1	
Dreaming	Dream	4	Writing	1	Dream	1	14

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	Rainbow	1	Speaking	1	Life	1	
	Adventure	2	Heart and Brain	1	Bird	1	
	Hope	1					
Empathy	Movie	1	Conversation	1			2
Physical activity	Bike	2	car	2			4
Tiring-boring	Notebook	1	Snail	1	Monster	1	4
	Snake	1					

It is seen that primary school students produce 65 metaphors (61 positive, 4 negative) regarding reading skills. Metaphors produced by primary school students; “guidance”, “need”, “development-information transfer”, “habit”, “entertainment-relaxation”, “dreaming”, “empathy”, “physical activity”, “tiring-boring”. appear to be grouped together. Examples of metaphors in each category are as follows:

S62: Reading is like a dream. Because when I read, I open the doors of a different realm. (guidance)

S12: Reading is like a parrot. Because parrots always talk, I always read books. (need)

S13: Reading is like racing. Because the more you read, the more you progress. (Development-information transfer)

S35: Reading is like a dream. Because the story always changes. (Habit)

S17: Reading is like a game. Because I have a lot of fun while reading, it's like a game. (Entertainment-relaxation)

S46: Reading is like heart and brain. Because reading allows me to dream. (Dreaming)

S69: Reading is like a movie. Because I put myself in the character's shoes. (Empathy)

S44: Reading is like a bike. I read very fast, but not that fast. (Physical activity)

S60: Reading is like a snake. Because I don't like to read. For me, reading is a very bad thing. (tiring-boring)

The metaphors of primary school students regarding writing skills are shown in Table 2.

Table 2. Metaphors of Primary School Students on Writing Skills

Category	Metaphor	f	Metaphor	f	Metaphor	f	Total
Entertainment occupation	Sugar	2	Park	1	Fastmoving	1	10
	Travel	1	Dream	1	Beatiful	1	
	game	1	World	1	School	1	
Success tool	jewel	2	Stream	1	Vehicle	1	8
	Car	1	water	1	Sun	1	
	Durability	1					

Information transfer	Dökme	1	Pencil	1	Picture	3	13
	Casting	1	Map	1	Learning	1	
	Express the feeling	1	Mouth	1	Miracle	1	
	Conversation	1	School	1			
Art activity	Conversation	2	Nice	1	Book	1	5
Imagination tool	Plain	1	Fish	1	Adventure	1	5
	World	1	Reading	1			
Relaxing	Picture	1	Beatiful	1	Mount the horse	1	7
	Flower	1	Relaxing	1	Entertainment	1	
	Bed	1					
Transferring emotions	Picture	1					1
Need	Water	1	Numbers	1	Exam	1	5
	Beauty	1	School	1			
Physical activity	Pencil	1	Şimşek	1	Gold	1	7
	Fly	1	Car	1	Race	1	
	Jet	1					
Tiring-boring	Race	2	Tiring	3	fast	1	27
	Transportation	1	Keep up	1	Heaviness	2	
	Sledge	3	Break	1	To be unemployment	1	
	Knife	1	Bad cheese	1	Drop	1	
	Distress	1	Accerelation	1	Strange	1	

It is seen that primary school students produce 75 metaphors (55 positive, 20 negative) related to writing skills. Metaphors produced by primary school students; It is seen that they are collected in 10 categories as “fun occupation”, “success tool”, “information transfer”, “art activity”, “imagination tool”, “relaxing”, “emotion transfer”, “need”, “tiring-boring”. . Examples of metaphors in each category are as follows:

S28: Writing is like an adventure. Because as I write, I want to write. (fun job)

S72: Writing is like a jewel. Because you will learn very useful information. (Success tool)

S79: Writing is like telling. Because when you write, you can write in your diary what you can't tell anyone. (Transfer information)

S17: Writing is like pleasant. Because you make art by drawing. (Art Event)

S37: Writing is like a plain. Because the magic and excitement of writing never ends. (Imagination tool)

S34: Writing is like riding a horse. Because when I ride, I relax. (Relaxing)

S27: Writing is like drawing a picture. Because when I write, I express myself while I draw. (Emotion transfer)

S43: Writing is like an exam. Because if we don't write, we will fail the exam. (Need)

T47: Writing is like a jet. Because I type very fast. (Physical Activity)

S7: Writing is like a hammer. When I write a lot, I get tired, I feel like I've lifted a hammer. (Exhausting-Boring activity)

The metaphors of primary school students regarding speaking skills are shown in Table 3.

Table 3. Metaphors of Primary School Students on Speaking Skills

Category	Metaphor	f	Metaphor	f	Metaphor	f	Total
Personality reflection	Goldcrest	1	Butterfly	1	Cat	1	5
	Game	1	Song	1			
Relaxing tool	Beatiful	2	Narration	1	Breathe	1	14
	Chocolate	1	Parrot	1	Race	1	
	Time	1	Relaxing	1	Stream	1	
	Flood	1	Emotion	1	Rest	1	
	Sun	1					
Need	Gold	2	Art	1	Love	1	26
	drug	1	Important	1	Speaking	1	
	Eternity	1	Weather	1	Rabbit	1	
	Silver	1	Relaxing	1	Joy	2	
	Fighting	1	Voice	1	Book	1	
	Day	1	Tidy	1	beatiful	1	
	Desk	1	Trouble	1	Conversation	2	
	Moon	1	Tree	1			
Transfer of emotions	Reading	1	Think	1	Advise	1	8
	Listen	2	Everyting	2	Art	1	
Must be controlled	pass	1	Parrot	5	Have not eraser	1	14
	Funfair	1	Repeating rifle	1	Dream	1	
	Fable	1	Thrill	1	Graywacke	1	
	Strong	1					
Communication tool	Gum	1					1
Physical activity	Be irradiated	1					1
Fun activity	Smile	2	Kiss the dog	1	Relaxing	1	9
	Funfair	1	Love	1	Treasure	1	
	Chocolate	1					
Enriching and conveying information	Pencil case	1	Jewelr	1	Parrot	1	3
Tiring comprehension	Tirng	3	End of life	2	Snappish	1	7
	Different	1					

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Among the 73 metaphors (69 positive, 4 negative) produced by primary school students regarding speaking skills; “Personality Reflection”, “Relaxing Tool”, “Need”, “Transfer of Emotion”, “Must be Controlled”, “Communication Tool”, “Physical activity”, “Fun Activity”, “Enriching and conveying information”, “tiring comprehension” power” consists of 10 categories. The metaphors of each category related to speech are as follows:

S59: Speech is like a butterfly. Because I am always afraid that I will say the wrong thing. Butterflies are also afraid of dying at any moment. (Reflecting personality)

S10: Speaking is like breathing. Because when I talk, I breathe. (Relief tool)

S14: Speaking is like air. Because we talk all the time. (Need)

S1: Talking is like reading. Because you read what's going on. (Emotion transfer)

S17: Speaking is like no eraser. Because once you say something, you can't take it back and face the consequences. (action to be checked)

S15: Speaking is like chewing gum. Once you start talking, you don't stay silent. (Communication tool)

S36: Talking is like teleporting. Because it is fast. (Physical activity)

S19: Talking is like kissing a dog. Because it's great. (Fun activity)

S21: Talking is like a pencil case. Because everything comes out of it. (Enriching and informing)

S39: Speaking is like dying. Because you get very tired talking. (Tiring-hard to understand)

The metaphors of primary school students regarding listening skills are shown in Table 4.

Table 4. Metaphors of Primary School Students Regarding Listening Skills

Category	Metaphor	f	Metaphor	f	Metaphor	f	Total
Selective action	Student	1	Dog	1	Jewel	1	4
	Patience	1					
Acquiring information-learning	Speaking	1	Party	1	Baby	1	12
	Pearl	1	Good	1	Rainbow	1	
	Water	1	Learning	1	farci	1	
	fable	1	Song	1	Emerald	1	
Production-transformation	Understand	1	Black hole	1	Initialize	1	7
	Learning	1	Light	1	Hit the ball	1	
	Carve	1					

Empathy	Love	1	Respect	1	Proverb	1	3
Imagination	Worry	1	Dream	1	Rose	1	5
	Race	1	Movie	1			
Recording tool	Cassette	1	Radio	1			2
Rest-relaxation	Travel	1	Massage	1	Bed	1	12
	Fable	1	Music	1	ear	1	
	Tranquility	2	Sleeping	1	Relaxing	3	
Physical activity	Sighting	1	Carve	1	Hearing		3
Entertainment	Beatiful	3	Song	1	Flower	1	10
	Joy	1	Music	1	Fruit	1	
	Wonderful	2					
Change of emotion	Wheel of fortune	1	Bird	1			2
Need	Food	1	Spirit	1	Paper	1	13
	Valuable	1	ear	1	Beatiful	1	
	Table	1	Relaxing	1	Think	1	
	Pearl	1	Sleep	1	Important	1	
	Sun	1					
Boring activity	Job	2	Snappish	1	Boredom	2	15
	Sleeping	1	Die	3	Tiring	3	
	Bad dream	1	Boring	2			

The 75 metaphors (67 positive, 8 negative) produced by primary school students about listening skills are "Selective action", "Accessing information-learning", "Production-Transformation", "Empathy", "Imagination", "Record Tool", " It is seen that they are collected in the categories of rest-relaxation", “Physical Activity”, “Entertainment”, “Change of emotion”, “Need”, “Boring Activity”.

S59: Listening is like a dog. Because dogs listen very focused when listening to their owners. When I listen to someone, I focus on that person. (Selective action)

S19: Listening is like a party. Because while listening, you learn different information like learning new music. (Accessing information-learning)

S80: Listening is like a lamp. Because listening to the beautiful things people do enlightens me that other people also have a very good imagination. It shows what people who I think I've done wrong and I think I can't do. (Production-conversion)

T88: Listening is like a proverb. Because when I listen to the other person, I put myself in their shoes. (Empathy)

S27: Listening is like a movie. Because while I am listening, I visualize what I am listening to in my mind as if I were watching a movie. (Dreaming)

S5: Listening is like a radio. You can't finish most things by listening to them. (Record tool)

S26: Listening is like peace. Because I'm listening to both. (rest-relaxation)

S30: Listening is like eye contact. Because I make eye contact with everyone while listening. (Physical activity)

T42: Listening is like music. Because music is good for my ears and it is good to listen to. (Fun)

S35: Listening is like a passion wheel. Because when I listen, my feelings change. (Change of emotion)

S14: Listening is like eating. Because in order to learn, we must listen. (Need)

S34: Listening is like sleeping. Because I don't understand what you say, I'm getting sleepy. (boring activity)

Discussion

In the study, it was revealed that primary school students produced 65 metaphors (61 positive, 4 negative) related to reading skills. These metaphors produced by primary school students; "guidance", "need", "development-information transfer", "habit", "entertainment-relaxation", "dreaming", "empathy", "physical activity", "tiring-boring" category was determined. In Ulu's (2019) study, there are 11 categories: being a prerequisite for reading, acquiring knowledge, establishing meaning, closeness, continuity, developing other language skills, effect on success in other disciplines, improvable, permanent, selectivity, and reading difficulties. In Erdağı-Toksun's study, while students' metaphors were mostly in the category of "development/expansion, need/necessity, door to other worlds/freedom, guiding, benefit and happiness, the least metaphors were in the category of habit/continuity, mediocrity, wealth/diversity, and intimacy." (Erdağı-Toksun, 2019). In this sense, it is seen that the perceptions of the students towards reading are not completely positive, but the majority of the perceptions are positive. Below the positive reading perceptions of the students; There may be factors such as understanding the importance of reading, setting an example for children to gain reading skills, buying books that are suitable for their interests, visiting libraries, and doing fun reading activities at home and at school.

It is seen that metaphorical perceptions about reading and writing are positive (Çetinkaya-Özdemir & Kaya, 2021). In the study, it was determined that the fourth grade students of

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primary school developed more positive metaphors in writing skills as well as in reading skills. More than two-thirds of the metaphors are positive; It has been revealed that it is collected in 10 categories as “fun occupation”, “success tool”, “information transfer”, “art activity”, “imagination tool”, “relaxing”, “transferring emotions”, “need”, “tiring-boring” out. In Ulu's (2019) study, metaphors related to writing; being a prerequisite, can be developed, acquiring knowledge, showing individual differences, expressing feelings and thoughts, requiring psychomotor skills, being related to other language skills; In the study of Tiryaki and Demir (2016); While the category in which the students developed metaphors the most was "transference" (41.6%), the category in which the students developed the least metaphor was determined as "infinity" (8.3%). In the study of Bulut and Kuşdemir (2018), it is seen that primary school fourth grade students produce 6 negative metaphors about writing, in addition to producing positive metaphors such as painting, a pleasurable occupation, mind-opening, happiness, and vocabulary. Among them are students who liken writing to Chinese torture, torment, tedious occupation, and necessity. The reason why students develop a few negative metaphors about writing skills; It may be that teachers give too much homework in schools, and that students give a lot of writing tasks in school lessons. Students may get tired of writing because of the finger muscles that are not fully developed due to their developmental period. For this reason, students may be producing negative metaphors against writing.

In the study, it was revealed that primary school students produced 73 metaphors (69 positive, 4 negative) related to speaking skills. These metaphors are “Reflecting personality”, “Relaxing Tool”, “Need”, “Transmitting Emotions”, “Need to be Controlled”, “Communication Tool”, “Physical activity”, “Fun Activity”, “Enriching and conveying information”, “ It has been determined that they are collected in 10 categories as “tiring and difficult to understand”. In Ulu's (2019) study, it was revealed that students' metaphors about speech were gathered in the categories of being a prerequisite, expressing feelings and thoughts, requiring qualifications, being related to other language skills, being developable, and difference in style and dialect. In students' positive perceptions of speaking skills; The activities carried out by the teachers on the students, both in the classroom and in the school, may have been effective. Because teachers make students do activities such as telling fairy tales and stories, reading poetry, telling an event that happened to them, asking them to share how they feel about a case study, or reading poems, compositions, and showing off on certain days and weeks celebrated in schools. The purpose

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of having these activities done may be to provide students with the ability to speak in front of the public.

In the study, it was found that primary school students produced 75 metaphors (67 positive, 8 negative) related to listening skills and these metaphors were "Selective action", "Acquiring knowledge-learning", "Production-Transformation", "Empathy", "Imagination", "Recording". Mediator", "Rest-relaxation", "Physical Effect", "Entertainment", "Emotional Change", "Need", "Boring Activity" categories. In Ulusoy's (2013) study, students' listening to economic value, goods, psychology, food-beverage, plants, sleep, medicine, stasis, manners-morality; speech psychology, few-many, food-beverage, art, goods; reading, sea, supernatural events, vertical mobility, enlightenment, means of transportation, religion, sleep, part-whole, continuity; It was seen that they perceived writing as psychology, art-craft, expression, food-beverage, goods, sea, permanence. In Ulu's (2019) study, it is seen that the categories of students' metaphors about listening are grouped under the headings of being a prerequisite, acquiring knowledge, aimlessly applying, communication element, therapeutic, showing continuity (Ulu, 2019). The reason why students' metaphors for listening are positive may lie in the fact that teachers use traditional teaching methods such as narration in the teaching of lessons. Because in the classrooms taught with traditional teaching methods, teachers constantly give advice on why they should listen to their students and warn students about listening. In this way, students' perceptions of listening skills may have been positive.

Suggestions

1. Creative writing activities can be done to eliminate the negative metaphors in primary school students' writing skills.
2. Qualitative studies can be conducted to reveal the reasons for the negative perceptions of primary school students in writing skills.

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Propose inventive stimulus materials to dealing the challenges

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Abstract

Reading extensively in both one's native language and the target language is the most essential aspect of strengthening one's reading abilities, according to a study of the reading techniques and extensive reading practises of students of English as a foreign language. Reading in one's native language is the most significant aspect of improving one's reading abilities, just as reading in the target language is the most important component. When children engage in considerable reading, they acquire a strong desire to read more since the activity offers them a wealth of background knowledge, language comprehension, and other advantages. In addition, it lays the foundation for quick reading, the development of reading strategies by children, and a greater ability to infer the context of sentences. [Bibliography required] In addition, it creates the foundation for rapid reading, the development of reading techniques by children, and a greater ability to anticipate the context of a phrase.

Keywods: Inventive, stimulus materials, dealing, and challenges.

Introduction

The last twenty years have seen consistent growth in literary and educational philosophy, serving as a framework for further study. Another cultural paradigm that originated in the late 80s and continued into the 90s is that of lately, studies of literature and its role in the academic curriculum have been becoming more popular (Rashid & Hui, 2022). English is a global language utilized by individuals from many cultures, ethnicities, and socioeconomic levels (Dewi, 2015). Writing instruction in primary schools is a critical skill for English instructors. Writing is an integral part of teaching English, Rashid, M. H., & Islam, W. H. J. (2022).

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Writing instruction begins in the early years when children learn how to form letters correctly. A lack of writing skills may have numerous adverse effects on pupils' academic achievement. Writing is essential for their intellectual, social, and emotional growth. Writing is also one of the talents required to succeed in today's competitive environment. Their incapacity to write effectively may harm their future employment prospects. So, this problem must be addressed appropriately. However, teaching writing has grown challenging due to pupils' struggles to acquire writing abilities. Lack of vocabulary, poor grammar, spelling, student preparedness, and exposure to books and reading resources are some of the difficulties realigned by ESL students. The difficulties pupils dealing make it difficult for instructors to teach writing skills. Instructors dealing difficulties with students of varying abilities, challenging content, and time limitations while teaching writing skills. To enhance a student's writing skills, a teacher should focus on providing direction and feedback. So a teacher must be aware of both the difficulties dealing by other English instructors and the challenges faced by ESL students in learning to write. This article reviews the research on the difficulties instructors and students dealing while teaching and acquiring writing skills, Rashid, M. H., & Islam, W. H. J. (2021).

Purpose of Students' Writing by Using Different Writing Strategies

Writing activities at the primary level may help children improve their handwriting. Students may switch writing styles. Some instructional writing methods are pre-writing, writing warm-up, collaborative writing, sentence starters, and guided writing. Writing techniques cannot be taught concurrently due to different instructional goals. Using a variety of instructional methods can help students enhance their writing abilities in English. The learning process will be successful if students show interest and participate actively. Using different writing techniques also encourages inventive thinking. Students may utilize what they know to create new writing by mixing views and facts. This is a high-level Bloom's Taxonomy skill.

Challenges Faced by the Students in Learning Writing Skills

Writing is a skill that any learner may learn. Each pupil is distinct and unique. These obstacles will prevent pupils from producing an excellent piece of writing. The following paragraphs discuss student writing difficulties. According to Misbah et al (2017), pupils struggled to write because of a lack of vocabulary. Vocabulary is the foundation of good writing abilities, Students nearly always utilize spoken and written words to share their thoughts, opinions, and emotions with others. A good vocabulary may help pupils express themselves verbally or in

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writing. Students with low vocabulary may benefit from using an electronic dictionary and reading more. Grammar is a problem for some primary school pupils. Grammar is vital in writing. Grammar provides meaning to the readers. It is a framework that communicates the writer's meaning to the reader. Grammar also covers word morphology and syntax, or how words are organized in sentences. With little grammatical understanding, pupils will struggle to construct proper sentences. Students misspell pronouns, tenses, articles, prepositions, and fundamental sentence structures, according to Muhammad Fareed et al. (2016).

Reading and grammatical exercises may help enhance grammar skills. According to Nyang'au, (2014). Benard, poor spelling is another source of worry for children learning to write Good spelling leads to excellent development of writing skills. Students who struggle with spelling will be unable to progress. As Afrin, (2016), points out, kids tend to spell according to their pronunciation. The kids may change the letters in words. "ballon" instead of balloon. According to Nyang'au Benard (2014), kids that memorize spelling will have better spelling. Foster, (2015), agreed that students' preparedness is a problem while learning to write. Winarso (2016) states that preparedness is critical to job completion. Preparation may be physical or mental. Students will struggle to write if this does not happen. If students are not psychologically ready, they will not learn in the classroom. Students must arrive prepared.

According to Foster (2015), engaging and encouraging kids may help them learn to write. Foster cites lack of exposure to books and reading materials as another obstacle to children learning to write in primary school. According to Muhammad Fareed et al. (2016), many students struggle to locate reliable sources of knowledge. Reading too little will not help kids create perfect phrases or paragraphs. Reading and writing are intertwined, Rashid, M. H., Lan, Y., & Hui, W. (2022).

Students who do not read will lack ideas and words to write. If they read more and link the concepts with their previous knowledge, their brain neurons will be connected to produce excellent writing. Foster (2015) said that exposing children to various reading materials may assist them to develop linguistic awareness.

Challenges Faced by the Teachers in Teaching Writing Skills

Teaching has always been difficult for instructors. Teaching English in elementary school is quite different from teaching English at secondary or tertiary school. The difficulty will ineffectively educate the teachers. Educators confront the following difficulties. Teachers

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nowadays struggle to motivate pupils. Asep claims that pupils are not interested in studying writing due to their misbehaviour. The younger generation believes they can do anything they want since their parents have given them so much freedom. Reluctance to learn is a symptom of a lack of drive (Abrar, 2016). Teaching writing in a classroom with pupils of varying abilities is another difficulty. Many primary schools mix pupils from various levels. It is difficult for instructors to cater to all pupils at the same time, Rashid, M. H., Ye, T., Hui, W., Li, W., & Shunting, W. (2022).

Teachers will need to adapt their methods to various writing levels. As a consequence, instructors struggle to design classes and activities for their pupils. Another issue is parental apathy. Teachers will struggle to assist kids if parents do not support them. Students who lack parental warmth and love will struggle to study (Gündomuş, 2018). Their parents provide minimal direction, encouragement, and support. Teachers also dealing difficulties due to a lack of professional experience (Gündomuş, 2018). Inexperienced instructors, in particular, would feel stressed and tense while teaching primary school pupils. It is also challenging to educate numerous jobs. The instructors' expertise is based on their prior experience and education. It will take time for new instructors to adjust to their pupils. Only teachers who know their students' abilities and interests can plan suitable activities. Also, instructors require more time to create fresh teaching materials, lesson plans, exercises, and comments or reflections. Finally, Anyiendah (2017) mentions a lack of student engagement.

Developing writing abilities is always a challenging but rewarding job. Some pupils zone out while writing. Students dislike writing since it requires much knowledge to create a decent piece of work. To write well, kids must grasp punctuation, grammar, vocabulary, spelling, and sentence structure.

Conclusion and Implications

This research will examine the literature on the difficulties students and instructors dealing while acquiring and teaching writing skills. Writing abilities are complex for pupils to acquire and difficult for English instructors to teach. The literature has highlighted demands on writing abilities in English, the goal of students' writing utilizing different writing methods, difficulties dealing by both students and instructors in learning and teaching writing skills among ESL school students. Instructors might select the appropriate method to teach writing skills by providing feedback and advice if they understood their difficulties. Moreover, school administration should address difficulties dealing by teachers to help them educate effectively. Finally, instructors may encourage pupils by emphasizing the significance of writing abilities.

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Batik Entrepreneurs': A Gender Study of Madurase Women against its Local Tradition

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Abstract

One of local traditions in Madura is an arranged marriage. What a unique culture it is since it may be occured when a bride to-be since she is at her mother's womb. This research has three purposes. The first is to examine the sexist oppression challenged by rural women in Madura. The second is to analyze solidarity obtained . The last is to elaborate personal basic power exercised so that they are able to be a creative industry entrepreneur. The theory applied in this research is bell hooks (1984). The ethnography research with the interview towards the subjects of the research and the representative of the related agencies in Madura and visiting the social media and the official web of the related agencies in Madura are used in order to conduct the research. The results show that they experience sexist oppression caused by the attachment of sexism embedded in the local tradition that is an arranged marriage. Thesocial circle as the supporting systems lead them to be able to exercise their personal basic powers. Those are necessary to transform themselves to be young creative industry entrepreneurs who promote batik from local to global.

Keywords: Batik Entrepreneur, Gender Study, Local Tradition, Madurase Women, Solidarity.

I. Introduction

Madura is an island in the northeast of East Java and is separated from the island of Java by the Madura Strait. There are several kinds of local culture in Madura and one of them is the tradition of matchmaking (abekalan). Before the Suramadu bridge was built to connect the islands of Madura and Java, the island of Madura was an island that was less developed economically, educationally, and culturally (Elysia, 2014). This has become one of the triggers for the abekalan tradition to become a socio-cultural phenomenon that often occurs in several villages in the four districts in Madura. Abekalan has become a tradition from the past until now, as experienced by the millennial generation. Abekalan is the initial process to get to marriage which is carried out by the parents of the prospective groom and bride. They agreed to match their sons and daughters to form a household. There is no minimum age limit for prospective brides and grooms who will be matched by their parents. There is even an arranged marriage that has been carried out since prospective bride was in the womb (bhakal eko-akoaghi) (Karisyati & Moh, 2017).

After carrying out abekalan , then the marriage of their sons and daughters is carried out. Marriage after the youngest matchmaking is carried out when the bride-to-be has finished her first menstrual period (Karisyati & Moh, 2017).

There are several previous studies on matchmaking in Madura. Rofika and Iswari (2020) conducted research on several factors that influence the ongoing marriage of young people in Madura. Some of the triggering factors are because it was preceded by an arranged marriage, to avoid adultery, readiness for adult responsibilities, from rural areas, low education levels, and the financial inability of parents. Similar research was conducted by Bawono, et.al (2020) on several factors that support the achievement of subjective well-being, namely harmony and happiness in early marriage. Since childhood, incantations (black magic practices), education, religion, SES, and falsification of the age of marriage. Some of the consequences of early marriage are also the focus of the research, namely household disharmony, difficulties in meeting household needs, problems with children's education and child care, and inequality in partners that triggers divorce.

Madura is an archipelago with topographical conditions surrounded by the Madura Strait so that being a fisherman is one of the livelihoods of the population. The wives busied themselves with batik while waiting for their husbands to return to fishing activities. Madura batik has long been favored by various groups ranging from local to international. Therefore, historically batik is a leisure activity of a wife and then women become the most important and main actors starting from the process of making batik to marketing batik to the hands of consumers. The making of batik which is done together is an embodiment of the strong value of togetherness between them.

A number of studies have been carried out related to Madura batik. Alwiyah, et.al (2020) explained in their research about several important factors that influence batik entrepreneurs, the existence of batik, and changing their perspective on media platforms and information technology to support their business. Several ways for batik craftsmen to survive and improve the quality of their batik skills are also the focus of this research.

Related research was conducted by Hengky (2018) which revealed several competitiveness factors that need to be improved related to policies. The unique style of cultural design and creative human resources are essential factors in increasing competitiveness. The local government is expected to participate in an effort to help make handicraft production patents by holding training to improve the quality of handicraft production related to different designs that reflect local culture. The government is expected to strengthen efforts to promote a distribution site that can facilitate purchasing access to some tourists.

The Madurese community is famous for the spirit of gotong royong in various community activities. Community activities that involve women are no exception, the spirit of mutual assistance is a value that unites them. These social values have been rooted in living together in society. With these values, heavy work, difficult problems, faced by someone will turn out to be light and easy. In addition, intimacy or a sense of belonging, caring, loving is growing. Another benefit is that existing differences are not clearly visible so that potential disputes can be minimized.

Similar research conducted by Rochmadi (2020) explains the goodness of the Madurese community which later becomes a behavioral guide. A guide to interacting with other people for their daily needs and their benefits to support the success of the Madurese community in the economic and career fields. Uphold honor; respecting parents, knowledgeable people, leaders, and guests; and family ties, mutual help, and high solidarity with one another are the virtues of the Madurese community. Besides, the goodness becomes a guide in behavior. Normalia, et.al (2020) conducted a similar study on Madurese in Sungai Segak village, Kalimantan. They have a high sense of kinship so that in every action and activity they prioritize cooperation or mutual assistance between fellow residents. For example, at the time of holding a celebration or celebration of the big day of Maulid, namely the birthday of the Prophet Maulid Muhammad SAW; tahlilan, namely sending prayers for deceased relatives, and so on.

Some of the studies described above are research on matchmaking and early marriage in Madura, Madurese batik, and the value of helping the Madurese community. The three major themes are examined separately. And there is no confirmation from previous research that abekalan which is then followed by the child-marriage is a form of sexist oppression in terms of limitation of access to education opportunity. There has been no previous research that analyzed solidarity which is the basic value of the local community to grow basic power and with power enable him to transform into a central figure in the home batik creative industry. The vacancy of research on three issues related to gender that is carried out in a sustainable and comprehensive manner as well as other vacancies invites researchers to conduct this research so that updates will be available.

These three issues are the objectives of this research. The first objective is to describe the sexist oppression experienced by women of the millennial generation as craftsmen and traders of the Madura batik creative industry in the four districts of Madura. The second objective is to explain the solidarity that supports them to achieve the spirit of Sisterhood and to develop personal basic power. The third objective is to describe the personal basic power they practice to stop sexist oppression until they are able to actualize themselves as Madurese batik makers and entrepreneurs for financial independence and economic improvement for their families and surroundings.

By applying the theory of bell hooks (1984) the research conducted by the researcher on this occasion made it possible to analyze the three issues related to gender thoroughly and present research on supply from a different perspective and connected with two other issues regarding gender. It starts with the issue of sexist oppression in the abekalan tradition experienced by respondents in Madura, then continues with how solidarity from social circles is able to grow strength in respondents, and ends with how strength is exercised by respondents so that they are able to rise up and make changes in themselves.

This is where the novelty offered in this research. It is not only novelty in terms of analyzing three gender issues on an ongoing basis but also novelty in ideas about issues raised from bell hooks (1984) thought, namely culture that has an influence on the three issues related to gender.

bell hooks' (1984) explanation of sexist oppression describes the situation of middle-class white women in the USA as victims of mental, physical, spiritual violence that they experience every day, they are weak in changing their condition because they do not realize that they are victims. They do not voice themselves as victims because everything is accepted without protest so they are described as non-existent. Women with different racial, class, and sexual behavior backgrounds and who are victims of discrimination, exploitation, domination, and oppression are not included in the above conditions. From here, bell hooks (1985) initiated the feminist movement to stop sexist oppression and male domination in order to achieve social equality with men.

The movement refers to women with differences in race, class, and sexual behavior who are victims of discrimination, domination, exploitation, and oppression. Through the bell hooks feminism movement (1984) they were fought to be free from sexist oppression and male domination to achieve social equality with men. With the spirit of Sisterhood, namely the ability to eliminate prejudices because of the division of differences in race, class, privilege and sexual behavior so that a bonding will be created that is grown from sharing sources, not a feeling of the same fate as a victim. The spirit of Sisterhood is able to grow the power to stop sexist oppression and achieve social equality with men. The subjects of this research are millennial generation women in the four districts in Madura who are active in the Madura batik creative industry. Interview is one of the data collection techniques needed in this research. Thus, the ethnography design (LeCompte & Jean, 2010) is carried out in this study because it analyzes the case of matchmaking as a local cultural tradition and how women's basic power responds to this culture so that they are able to actualize themselves.

II. Findings and Discussion

The findings of this study were obtained from interviews with several selected respondents in the districts of Bangkalan, Sampang, Pamekasan, and Sumenep Madura. They are millennial generation women who are engaged in the Madurese batik creative industry and experience a period of provision and their work as local batik craftsmen and or entrepreneurs which is a family heritage business. Besides that, officer interviews and visits to official websites and social media with several related agencies such as the Pamekasan women's empowerment office, the Pamekasan youth, sports and tourism office, and the Pamekasan industry and trade office complete the data needed in this research. The findings of the study are divided into three parts according to the purpose of this study, namely data on sexist oppression, solidarity, and power. The research findings are then discussed based on the bell hooks theory of feminism (1984) to get an overview of the three issues related to gender experienced by the respondents. Several quotations from previous related studies are included to support the discussion carried out in this study.

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2.1. Sexist Oppression

The findings obtained from interviews with respondents in villages that are famous for producing Madura batik, that on average they undergo abekalan period when they are at the cottage or equivalent to the junior high school period or the beginning of high school or the equivalent. Their average age at the time of the interview was between 27 -35 years old and engaged in activities as batik craftsmen or businessmen in the village of Tanjung Bumi Bangkalan sub-district, Sampang sub-district village, Proppo Pamekasan sub-district, and Pekandangan Barat sub-district Sumenep. Kota and Pekandangan Barat sub-districts were represented by one respondent each as a craftsman and two sub-districts, namely Tanjung Bumi and Proppo, were represented by one respondent each as local batik craftsmen and entrepreneurs.

Some of the respondents went through a process that was almost similar to each other, namely with the basic process of the father of the prospective groom stating his intention to propose to the daughter of the father of the prospective bride. At the time of stating the intention, the prospective groom is aged between 23-30 years and has worked as an entrepreneur or farmer. While the age of the bride and groom is between 14-17 years old and they are currently boarding or junior high school or early high school or equivalent. The father of the bride's side agreed to this and other family members also followed the opinion of the head of the family. The bride-to-be as a member of the family must follow her father's decision with full obedience.

After a few months, it was followed by a marriage between the respondent and their respective husbands from the results of the abekalan . Respondents accepted their husbands from the results of their father's choices and decisions without being able to ask or protest even though they did not know him before and even only knew him during the abekalan procession and without any rejection. Because they were married, the respondents had to stop their schooling or boarding. With this marriage, the respondents had to fulfill their obligations as wives and mothers for their children. Besides that, they must also follow social rules, namely limiting interactions other than with relatives from the female side or the male side with the permission of the husband.

From the research findings, it can be discussed about the attachment to sexism of the abekalan tradition experienced by the respondents. Bell Hooks (1984) mentions attachment to sexism as a trigger for discrimination, exploitation, and oppression of women. In the case of abekalan experienced by respondents in this study, several views of the local community that show attachment to sexism and become a trigger for the abekalan tradition occur so that it has an impact on respondents who experience discrimination, exploitation, and oppression which will be described in the section on sexist oppression.

a. Tak Pajuh Lakeh

This term is the perception of the people in the village where stay respondent from fourth districts in Madura for women who don't get married at the age that are already above sixteen years old. The perception becomes the main reason for the respondents' fathers to wed the respondents off immediately at a young age. That has a purpose to avoid gossip from the neighbors around that is the respondents are spinsters (tak pajuh lakeh) and it is a disgrace for the family and the respondents themselves. For that Sari (2016) wrote that number of child marriege in lower than sixteen years old on Madurese society is classified as high and one of the reasons is the existence of that sexist mindset. .

A Spinster is a gossip from the society around and it causes a father, his family, and a daughter herself will bear the shame when a daughter has not marry yet until sixteen years old. As outlined by Rivai (2019), that a father feeling worry if until mature his daughter has not marry yet. A daughter who is a spinster becomes a gossip from the surrounding and they also ridicule a spinster against a daughter. This social phenomena is indications of sexist oppression of Madurese women which undergo matchmaking and child marriage.

This perception is embedded in local culture and institutionalized through the abekalan tradition and socialized through negative predicate for girls who have entered the age of 20 years and are not yet married. This perception is sexist which labels women like merchandise with the term tak pajuh (not selling). In other terms it is a spinster and this will bring disgrace to the person concerned and to his family. In accordance with the explanation of bell hooks (1984) that women are divided into class, race, and sexual behavior and those who are considered the best by society have the potential to oppression to those who are lower. Likewise, what happens in the case of women who have not married until the age of 20 are women who according to the local community are less valuable than those who are married at a younger age. So that it is called tak pajuh lakeh which represents the worth of women in the

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eyes of the local community if they have been married to men. Otherwise, it will be looked down upon.

b. Torok Ocak

Term the refer on compliance requirement children, especially girls on person The old perception of the local community is socialized from generation to generation and becomes a value held by the local community. This value is the cause when parents match their daughters, then the daughter must poke fun at the parents' intentions. The daughter does not have the power to refuse or express her opinion because it will be considered not a funny person and against her parents. It can even make children labeled a big sinner and disobedient to their parents.

A perception that is upheld in society with the intention that a child, especially a girl, she must follow the intentions or advice of parents. No opportunity was given to voice herself either agree or disagree. Torok ocak as a perception that shows the power of parents, especially fathers as the head of the family to their children. This hierarchy in the family has the potential for oppression to occur in family members. In the case of abuse, a father who occupies the highest hierarchy in the family is in power to exercise oppression in terms of imposing his will on his daughter without asking for negotiations (bell hooks, 1984).

c. Esantet

The perception of the fear of esantet (getting magic) if the male father's request for abekalan is not accepted encourages the female father's father to accept the abekalan application . The consequences can be in the form of the daughter not getting married in the future. This is believed by the local community as a result of being used by male families so that they cannot marry other men (ekoncih). It could also be that the result is that the daughter suffers from a psychological disorder or is physically ill that cannot be cured medically. This is also believed by the community as a result of esantet performed by the male family because the application for supplies was rejected by the female family. In order to avoid this, the father's application for assistance was immediately accepted by the woman's father and soon the marriage took place where the bride-to-be was under the age of 15-18 years. According to Bell Hooks (1984) this condition reflects that the male family oppresses the female family by forcing their will on the female family. If it is not followed, then the man exercises his power with esantet . The position of the male family is higher in the community's view, therefore if it is rejected, it means that the female family will become embarrassed because rejection means demeaning.

Some mindsets that contain local cultural values and contain sexist elements are the main triggers for the abekalan tradition and continued with underage marriage. This then gave rise to sexist oppression. Several types of sexist oppression were experienced by some respondents as a result of undergoing prostitution and underage marriage. But basically each respondent gets the same impact.

a. Verbal Abuse

Child marriages often lead to verbal abuse on the wife. This sexist pressure is triggered by several things, namely domination of a husband in family and a patriarchy system that wife is husband’s right. Husband feel as head family which entitled to do what even to his wife because she has becomes his rights. This can also be caused by a husband who is still young which has emotional instability. Thus, it cannot be denied when the wife makes a mistake or does not carry out obligation look after house ladder with good, often cause emotional husband and verbal abuse will got by wife.

Insults, abusive, and ridicule from husband on wife in situation like that often occur. Thing this is pressure sexist which give impact no good for wife in home ladder. This is as explained by Bell Hooks (1984) that in a patriarchal society the position of men is higher than women so that women are looked down upon and deserve any treatment from their husbands. Including the ridicule that the husband gives to his wife as an expression of anger. This is because there is a mistake made by the wife or there is a husband's dislike for his wife. This reflects sexist behavior and gender inequality where crimes against fellow humans occur.

b. Prohibition to Continue Study

Underage marriage causes respondents as wives to break up school. Wife no again can continue to school like their peers. School is considered no longer important for a wife. Duties and responsibilities the main wife is to take care of her husband and take care of the household. The wife has to shift all the focus of her attention only on family new together her husband. Respondent accept it. But sometimes envy occurs if hear or see social media or peer stories about the experience in school.

This situation is as described by bell hooks (1984), that in the relationship between men and women in a patriarchal society, sexism that occurs is marked by the actions of men doing

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oppression on women. As experienced by respondents in each district that they get restrictions on accessing education. This is because the husband who has become the head of the family forbids his wife to continue her education. Husbands demand their wives to focus on their obligations to pay attention to the needs of their husbands, children, and do housework. Husbands think that women don't need high school because in the end they just stay at home. The thought is sexist thought and the wives accept it as obedience because it has become a local culture.

c. Physically and Psychologiclly Burden

The obligation to take care of husband, children, and take care of the house must be carried out 24 hours a day, it becomes a physical and psychological burden for respondents. This is especially true if the respondent has to do it alone because there is no one to help . At a young age, the respondent must accept and carry out this great responsibility without being able to complain. Besides that, respondents still have to divide their energy to do additional tasks helping in the fields, raising livestock such as chickens, goats, birds, and ducks. Respondents also carry out batik activities in their daily activities because this activity will increase family income.

The density of activities that the respondent has to undergo every day makes the respondent not have time for himself. They also don't have enough rest time. This situation creates a physical and psychological burden for respondents even though they are unable to voice because it is an obligation and naturalness because their parents and the surrounding community also experience the same thing. Responding to this situation, Bell Hooks (1984) explained that sexism occurs when men exploit women. Exploitation of energy, mind, and soul is experienced by respondents while carrying out their obligations as a wife. They must be strong physically, mentally, and spiritually in carrying out their daily routines because life must go on.

2.2. Solidarity

The following are some of the findings of research on solidarity that built for respondents as “victims” of sexist oppression due to supplies and early marriages that have been undertaken. For each the solidarity obtained is accompanied by a description of sharing resources power and strength. It is the true value of solidarity as the support for women facing sexist oppression. With thereby, benefit which caused is the spirit to unite to face, through, and stop sexist oppression. No To do bond with method share experience as a victim of sexist pressure, because it will only weaken spirit for fight oppose pressure sexist, because the reason to unite is the fate of fellow victims pressure sexist.

As explained by bell hooks (1984) that women must life and work in solidarity. Solidarity is very needed to fight sexist oppression. Women are better bond no based on equality fate as victims, but based on shared strengths and resources. This is the type of bond that is the essence of Sisterhood . Women must learn the true meaning of the value of Sisterhood . The obstacle that separating women must be eliminated in order for solidarity to exist, cause of change and transformation of society as a whole could not be expected. In line with thinking the, system patriarchy in society faced by respondents can not be changed completely, then what can be done is with pro active They build solidarity from social circles . Thus when solidarity is built for respondents, that's when the problem of sexism that is faced is overcome and the differences between respondents due to diverse backgrounds among respondent could be eliminated.

a. Solidarity Family

Family solidarity is the most primary thing for respondent for permanent have spirit in moment undergo crisis self in house the stairs. Wrong one form bond brotherhood which is formed from a sense of empathy for the closest family such as biological mothers to the respondent, fosters energy and strength for him. The respondent's mother recounted an experience that experienced in time supplies and wedding early, and this Becomes factor grow source power for respondent for have flavor patient and spacious chest in face pressure sexist this. The respondent's mother is the closest and foremost person in assisting the response obligations as a wife. She helps take care of children, take care of the house, take care of pets, and make batik. This is very possible because the respondent's family lives in the same yard as the mother's family. The close proximity of living makes them connect and cooperate in several affairs easily. This is a reflection of where the Madurese people live, which is known as the taneyan lanjeng , which is a long yard.

The respondent's mother is able to release her limits as a mother who is hierarchically above the respondent who must be served (bell hooks, 1984). However, he actually helps with activities that the respondents have to do every day. He also acts as a friend to talk to the

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respondent so that the respondent can tell stories and chat. This can be a substitute for social friendships that must be broken when respondents have to undergo early marriage.

This also reflects the values that exist in the Madurese community, namely mutual cooperation. With this value, the difference in position as a mother and child that allows division can be eliminated. The spirit of mutual cooperation embedded in the heart is able to break the gap that can occur because of the position as mother and child. Therefore, solidarity is built for respondents so that respondents can carry out their heavy obligations and can go through physical and psychological burdens.

In his explanation of solidarity, Bell Hooks (1984) proposed sharing sources that are owned so that a strong bond will be formed. Like the respondent's mother who has shared her physical, mind, and heart abilities with the respondent. This creates a bond between mother and child and gives the respondent strength to face their new tough obligations. So that this can stop the effects of sexist oppression, namely the physical and psychological burden due to heavy activities as a wife and other additional tasks. Respondents do not feel as a heavy burden because their mother has helped them either in immaterial or material ways and it is also commonplace in the surrounding environment.

b. Solidarity Government

From the results of research on the respondents' batik activities, it is known that the respondents participated in the batik workshop activities held by the local district. Respondents also participated in the expo which was facilitated by the local government. One of the benefits following the expo is to increase market access. The Ministry of Industry has an e-Smart IKM (Small Industry) program intermediate) which aim push perpetrator effort for enter in marketing online . Benefit other follow expo is so that all levels of society can appreciate Madura batik cloth, specifically because batik Madura this painted by para craftsman by authentic so that produce motive which different and unique. Wrong One expo activity that the respondent has participated in is Events Charm Batik Wastra Archipelago on date 25 September- October 6, 2019 at Summarecon Mall Kelapa Gading (MKG) which to 4 in skeleton Day Batik National, 2 October 2019.

The workshop and expo activities provided by the district government are a form of solidarity for the respondents. This activity is to help respondents as local Madura batik craftsmen or entrepreneurs to further improve their knowledge and skills in batik as well as in selling

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batik. The program created crowds for respondents who only knew the conventional way of making batik. Several batik experts shared the latest batik drawing techniques, fabric selection, natural batik coloring techniques, soaking techniques, and drying techniques to the respondents to apply them to their batik methods.

With this program, the knowledge of batik that was passed down from generation to generation as well as the batik business can be modified with the new knowledge they got from the workshop. With the help of the expo committee from the district government, the respondents' batik works were exhibited to attract consumers and reach a further market share. In this case, the government functions as an institution that pays attention to its people by empowering respondents to make their batik creations even better and wider for consumers. The program to empower women craftsmen and entrepreneurs of Madura batik from the district government plays a role in helping to stop the effects of sexist oppression, namely early marriage experienced by respondents (bell hooks, 1984). Furthermore, Bell Hooks (1984) explained that with this program the local district government has shared sources, namely sharing knowledge and funds to respondents to be more empowered as batik artisans and entrepreneurs to achieve family welfare.

2.3. Power Base Personal

The research findings describe the basic personal power carried out by respondents which include determination, self-strength, intelligence of mind, depth of skill in dealing with acts of domination, exploitation, oppression, and control carried out by the father and husband or local culture that is sexist. Power base personal is term which used b ell hooks (1984) when proposing a change in perspective power . So far, power has been defined as the power to dominate and control others. Male supremacy is the oldest form of domination apply on all field, that is political, economy, institution culture, and backing their control with physical force. In this supremacy, power is used to defend women to remain in an inferior position . Thus women will remain depressed and they get economic, sexual, and psychological benefits.

Suggestion b ell h okks (1984) about draft power which different radically, that strong women refer to the practice of power their personal basis to stop male domination over they. With thereby, power not when succeed control and dominate others. It is the same with that power is ability for Act with strengths and abilities, or by actions that result in achievement.

So that even though women are in a condition weak, exploited, or trapped in oppressive circumstances, actually they are able to do basic power practice their personal.

In line with the positive constructive concept of perspective power , then the respondent 's power will be analyzed based on various kinds of personal basic power practices that are carried out. practice power their personal basis is to stop the sexist pressure from the start of their predicament and early marriage experience. Customs and wedding traditions early represent about domination man which bound in culture. When the respondent undergoes an arranged marriage and next with wedding early, in moment that's the beginning respondent practice power base personal for can live, go through, and stop the sexist pressures that arise from early marriage. The following summary is some basic power narratives practiced by respondents.

Phase beginning wedding early, that is year first until year second, the respondent undergoes a super heavy obligation in role social which new as wife and mother house ladder. Status social mother house ladder which bring consequence is responsible for taking care of the household. By the way, husband not obligated in the household area. This is an indication existence pressure sexist in wedding early. Attitude respondent is to do everything with the best possible effort. To- This situation is called by Bell Hooks (1984) that women are powerful when he has practiced strength personal basis (personal basic power) so that it is strong to endure the sexist pressure that faced. Determination and physical strength are sources of respondents who are used to being able to carry out the heavy obligations of taking care of their husbands, children, homes, working in the fields, and raising pets at a very young age. The intelligence of the mind and the expertise of the skills applied by the respondents when they had to carry out additional tasks of making and selling batik. Responding to this situation, Bell Hooks (1984) describes the achievements achieved by women as power. Likewise, the achievements that respondents can achieve when successful through domination, control, and exploitation carried out by their husbands in domestic tasks for respondents. Therefore, respondents are powerful because they are able to practice their personal basic power so that they are able to overcome male supremacy.

The next achievement achieved by the respondents was their contribution to the Madura batik creative industry. Respondents doing batik business to find additional economic family, and this at the same time shows his existence. The decision to do a batik business, either himself as a workers, craftsmen, and entrepreneurs are for Asian actualists herself as woman which can help economy, family and society at large. These activities increase right economy for self, family, Public, and country.

Respondents who successfully carry out their batik activities managed to earn rupiah because he managed to sell batik to the national scope through social media. Thus they succeeded in increasing personal well-being . and Public around. Benefit other which no lost important is to preserve Madura batik as a heritage of wealth local culture that has been recognized by UNESCO as a wealth Indonesian culture . Now it is clear from the respondent 's actions for change role positive social economy the culture . Respondent's social status has shift from secondary Becomes primary society which is an important player for business marketing culture batik.

Conclusion

The conclusion about the results of the first study is about attachment to sexism and sexist oppression. Respondents who experienced a period of addiction at the age of which very young is because culture in village the place respondent stay. This culture is an issue of sexism that is the reason basic and strong to run matchmaking. The culture in the form of pattern think Public with system patriarchy. A number of in in between is not pajuh lake, stork random, and esantet . Tak pajuh lakeh is a mindset that stigmatizes parents who have daughters when they who doesn't get married soon, their children will get ridicule the surrounding community as not obedient lakeh . Torok funny is the standard of thinking of parents who match children the girl in age early. Because with age still young, the children still obey the advice, direction, and wishes of parents. The perception of the fear of esantet (getting magic) if the male father's request for abekalan is not accepted encourages the female father's father to accept the abekalan application . The attachment to sexism has an impact on the occurrence of sexist oppression. Pressure sexist which experienced by respondent cover organ reproduction, verbal abuse , break school, and physical and psychological burden .

The conclusion about the results of the second study is about solidarity obtained by respondents from social circles. Bond that occurs between the respondent and the social circle is because the existence of sharing sources is not based on the equation of fate as victim sexist. Share source which owned, both material and non-material sources, will strengthen destination from happening bond in among respondent and social circles. A number of form solidarity which got by respondent from social circle is family solidarity and government solidarity. Each social circle have form solidarity which same and unique for weave bonding which strong with respondent which very needed to achieve one goal, which is to have power oppose and stop pressure sexist.

The conclusion of the third research result is related to power which owned respondents. Action most important which conducted by respondent is when the respondent decides to pursue the world of batik as a support economy family and Public. So that on Finally, the respondent can prove himself to be a woman which beyond frames which justified by Public patriarchy in the village where the respondent lives, which is the main character business culture in level regional, national, and international.

From the whole discussion about the results of the study, it can be concluded that the sexist oppression experienced by the respondents is because the respondents are women who live in an environment that represents a patriarchal system. Thus, respondents are subordinate people in the prevailing social rules of society. Also because of local culture or traditions that contain sexists that give men privilege. In this case, Biana (2020) calls it intersection oppression or double oppression. Likewise, when respondents get solidarity from social circles as a supporting system, respondents get it easily because there are local values that support it. The value of gotong royong which is rooted in the traditions of the Madurese community makes it easy for respondents to get solidarity, especially from their families. So local culture can be supportive or detrimental to gender.

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A Comparative Study on the Performance of Indian Ports that Handle Bulk Cargo

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Abstract

The shipping industry is at present going through a phase of rapid technological change Hence investment decisions are risky and may prove uneconomic. The outcome of such decisions may be serious as port facilities are expensive and do not have any alternatives. Our country has a broad coastline that extends to 7500km. Maritime trade has a long history which dates back to several years and since sea transport is the most viable means of transport. EXIM trade through sea route plays a vital role in country's economic growth. India has 12 major ports among 1 corporatized Port(Ennore), there are 187 non major ports spread across various states. Gujrat has the most non-major ports and West Bengal has the least.The ports where bulk commodities are handled are Chennai, Ennore ,Tuticorin, vizag, paradip, New Mangalore, Kandla, Mumbai &JNPT.

As information systems increase operational efficiency they contribute to the competitive power of the port contributing to its marketing and commercial activity. To effectively manage various evolving port activities, which involve optimum resource utilization supported by timely and accurate information, it is important to deploy state-of-the-art technology practices at port and community level.

Keywords: Maritime trade, competitive power, marketing and commercial activity.

Introduction

- **Reasons for ports unable to meet the expected throughput levels**: - When the port is unable to meet the expected throughput levels its efficiency and effectiveness goes down. It is technically inefficient. This is often due to congestion that is due to insufficient infrastructure, fixed and mobile assets. Due to congestion the average pre-berthing time increases leading to greater turnaround time of vessels.

- **Pollution from Dry bulk commodities viz. coal and Iron Ore**: - Some of the dry bulk are major pollutants and to protect environment their handling is banned if the traffic inflow reaches higher levels. Coal and Iron ore release suspended granules that are hazard to health of dock workers and to the environment
- **Dry bulk posing greater handling difficulties as compared to container**: - The reason why some ports are lagging behind others is due to non-availabilty of adequate handling equipment for quick loading/unloading. Bulk cargo requires conveyors, hoppers, travelling cranes, grab type unloaders, loading booms for pouring the commodity into the vessel's hold. Many ports do not possess all types of equipment or special-purpose machines and hence the handling is slow. This results in limitations of the port in handling commodities.
- **Insufficient Storage space: -** Very Few ports in the country have capacity to store high volumes of traffic. Since the bulk ports are located far from the production centers the transport services required are more, the transport leg to and from the port should be efficient. There is need warehouses inside the port premises so that ports can attract higher volumes of cargo.
- **Insufficient Draft: -** In the past decades' ship have become bigger and shipping technology has improved, hence there is a greater need for port to increase the draught for improving the throughput. The draught of Indian ports is very low some of the new ports have 16 mts. while old ports have 8mts which is insufficient to serve bigger bulk carriers. For transport of bulk commodities, the bigger the ship the better, considering economies of scale, as transport costs/ton for larger carriers is less.

Objectives

- To analyze and compare the throughput of ports that handle different bulk commodities
- To address the port performance bottlenecks their causes and reasons
- To compare port performance indicator

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Scope of the study

The ports under the study are Chennai, Ennore, Tuticorin, vizag, paradip, New Mangalore, kandla, Mumbai, JNPT.

Why Specific Ports

1. **Chennai**: Chennai is the oldest artificial harbor on the East Coast of India. The major items of exports among bulk cargo are manganese ore, fish and fish products, coconut, copra etc. The imports among bulk cargo consist of coal, crude oil, fertilizers chemical products etc.

2. **Ennore**: - This is country's first corporate port. This port has recently been developed to reduce pressure of traffic on Chennai port. The major items of export are coal, iron ore, petroleum and its products, chemicals, etc. Its hinterland is a part of the hinterland of Chennai port
3. **Tuticorin:-** The port handles the traffic of coal, salt, food grains, edible oils, sugar and petroleum products. Its main purpose is to carry on trade with Sri Lanka as it is very near to that country
4. **Vizag**:- It is the deepest land-locked and protected port built at the coast of Andhra Pradesh. The primary export items among bulk are iron ore (especially from Bailadila mines to Japan), manganese ore, the imports comprise mainly of mineral oil, coal, luxury items and other industrial products
5. **Paradip: -** It is a deep water (depth 12 metres) and all weather port located on the Orissa coast about 100 km east of Cuttack. Because of its great depth, this port is capable of handling bulk carriers of over 60,000 DWT**. Large quantity of iron ore is exported to Japan through this port.**
6. **New Mangalore: -** This is an important port located at the southern tip of the Karnataka coast. T**he major items of import among bulk commodities through this port are crude oil, and fertilizers. Its main importance lies in export of iron ore from the Kundremukh mine**.

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7. **Kandla: -** This port is located at the eastern end of Gulf of Kachchh. The traffic handled at Kandla among bulk cargo consists of crude oil, petroleum products, fertilizers, food grains, and cement. It has a vast hinterland covering large parts of Gujarat, Rajasthan, Haryana, Punjab, Delhi, Himachal Pradesh, Jammu and Kashmir and Uttaranchal.
8. **Mumbai: -** It handles approximately one-fifth of India's foreign trade with predominance in dry cargo and mineral oil from the Gulf countries. It handles foreign trade with the Western countries and East African countries. The opening of the Suez Canal in 1869 brought it much closer to the European countries. Mumbai has a vast hinterland covering the whole of Maharashtra and large arts of Madhya Pradesh, Gujarat, Rajasthan, Delhi.

   Themajor items of export among bulk commodities are leather, Manganese, chemical goods etc. while the imports include crude oil.
9. **JNPT: -** Formerly known as Nhava Sheva port, this port was opened on 26th May, 1989. It has the country's first privatized container terminal NSICT onwed by Dubai Ports World by a 30 yr old BOT agreement between P&O Ports and the JNPT. The Terminal was built in 1997 and the first ship serviced was in 2000.The port is equipped with the most modem facilities having mechanized container berths for handling dry bulk cargo and service berth etc.

Hypothesis

This can be formulated in the following statements which assume that

Limitations

Western ports attract more bulk carriers due to greater draught.
1. Eastern ports are more efficient in handling bulk than Western ports in thecountry.
2. Due to time constraint, it was not being possible to visit the ports and conduct a primarysurvey. Data has been taken from secondary sources.
3. This would be a comparison port performance indicator based on bulkcommodities only

Review Literature

According to the working group's report of National Transport Development Committee on the transport of Bulk commodities. The surge in economic growth witnessed in recent years in India has strained the capacity of its transport system as well as energy supply, particularly electric

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power.

The government's ambitious development targets and plans in addressing such binding infrastructure constraints in a decisive manner over the next couple of decades in order to sustain high levels of economic growth and to make it more inclusive.

The future poses more profound challenges. Even if ambitious aims to improve energy intensity of the Indian economy are achieved, sustaining economic growth at 8-10 percent per annum over the next two decades will require massive increases in power generation and transportation of bulk commodities such as coal, iron and steel. The task ahead is rendered more difficult by the evolving economic geographyand structural changes in the energy system, such as the increasing role of natural gas and growingimports of coal that will impose new demands on the transport networks. Current projections for coal imports in 2031-32 and LNG imports in 2029-30 for example, are 355 million tonnes (Mt) and 162 million standard cubic meters per day (MMSCMD) respectively.

According to the text on Maritime Economics by Martin Stopford, there are four principles of designing a system for bulk transport

a) **Economies of scale**: -One of the fundamental principles of shipping economics is that unit costs can be reduced by increasing the size of the cargo on the shipping leg. Bigger ships have lower unit costs, and unit cargo handling and storage are also cheaper at high throughput volumes. As a result, the bulk trades are under constant economic pressure to increase the size of cargo consignments.

b) **Efficient Cargo Handling**: - Cargo handling is a major issue. Each time the product is handled during transport it costs money. A radical solution is to relocate processing plant to reduce the number of transport legs. Manufacturing plant such as steel mills can be relocated to coastal sites to avoid land transport of raw materials. Where cargo must be handled, the emphasis is on reducing cost by using specially constructed bulk handling terminals. Most large ports have specialist bulk terminals for handling crude oil, products, dry bulk and grain. The use of high-productivity cargo handling equipment contributes to the overall cost efficiency of the operation by reducing the unit cost of loading and discharging, and minimizing the time the ship spends handling cargo. Homogeneous dry bulks such as iron ore and coal can be handled very efficiently using continuous loaders and discharged with cranes and large grabs. Cargoes such as steel or forest products, which

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consist of large, irregular units, benefit from packaging into standard unit loads.

c) **Integration of transport modes employed:** - Cargo handling can be made more efficient if care is taken to integrate the various stages in the transport system. One way to do this is to standardize cargo units. Cargo is packaged in a form that can easily be handled by all stages in the transport system, e.g. a lorry or rail truck. Containerization is a classic example of this type of development. The standard container can be lifted off theship onto the lorry. In bulk shipping the use of intermediate units such as large bags,

packaged lumber and pallets can be used to reduce handling costs. Another is to design a system which covers all stages in the transport operation. This approach is used in many large industrial projects involving raw materials systems. **Ships, terminal facilities, storage areas and land transport are integrated into a balanced system**

d) **Optimizing stocks for the producer and consumer:** -The transport system must incorporate stockpiles and parcel sizes which are acceptable to the importer and the exporter. There are two aspects to consider. One is the size of the trade flow. Although it would be cheaper to ship manganese ore in a 170,000 dwt bulk carrier, steelmakers use much smaller ships. This is partly a matter of annual throughput which does not justify investment in high volume cargo handling facilities, but there is also inventory cost to consider. Even if the storage facilities are available to handle 170,000 tons of manganese ore, the cost of holding stock for a year could well exceed the freight saving. Under 'just in time' manufacturing systems the product should arrive at the processing or sales point as close as possible to the time when it is used, minimizing the need for stocks. This approach, which calls for a transport system with many small deliveries conflicts with Objective 1 which favours a few very large deliveries. The size of parcel in which a commodity is shipped is thus a trade-off between optimizing stockholding and economies of scale in transport. High-value cargoes, which are usually used in small quantities and incur a high inventory cost, tend to travel in small parcels. This is most noticeable in the minor bulk trades such as sugar, steel products and non-ferrous metal ores, where physical characteristics permit large bulk parcels but stockholding practices imposes a parcel size ceiling on the trade.

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Data Collection and Analysis

Efforts are being made to improve the performance of India's ports. However, in addition to port-wise development plans, a comprehensive strategy needs to be evolved for the port sector. There are also issues of how poorly our ports compare with international benchmarks of performance. Perhaps most important, the level of connectivity of the ports to the hinterland needs to be considered because even the most modern and best performing port would be useless if it lacked sufficient connectivity to the destination of materials to be imported.

Table 1. Estimation of Port POL and coal traffic (Million Tons)

Commodity	2011-12	2016-17	2021-22	2026-27	2031-32
Thermal Coal	73	88	138	266	355
Coking Coal	32	65	108	173	238
POL	329	475	572	702	864
TOTAL	434	628	818	1,141	1,457

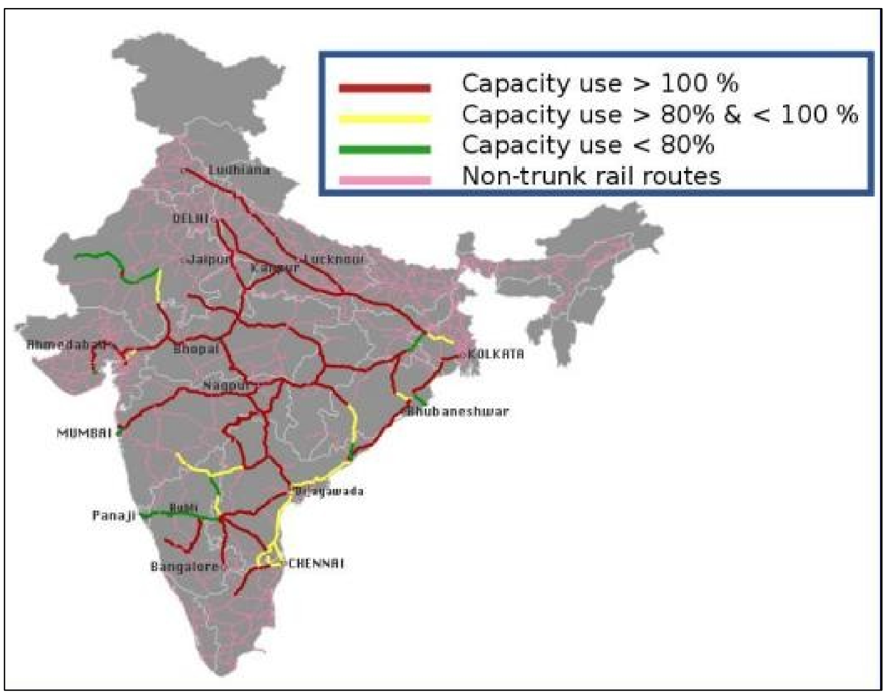

Figure 1. Major routes for transport for bulk commodities

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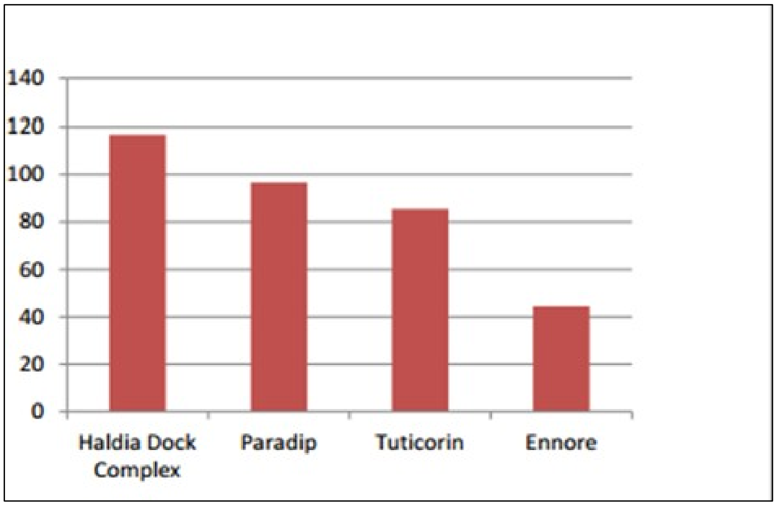

Figure 2. Percentage capacity utilization for coal at major ports

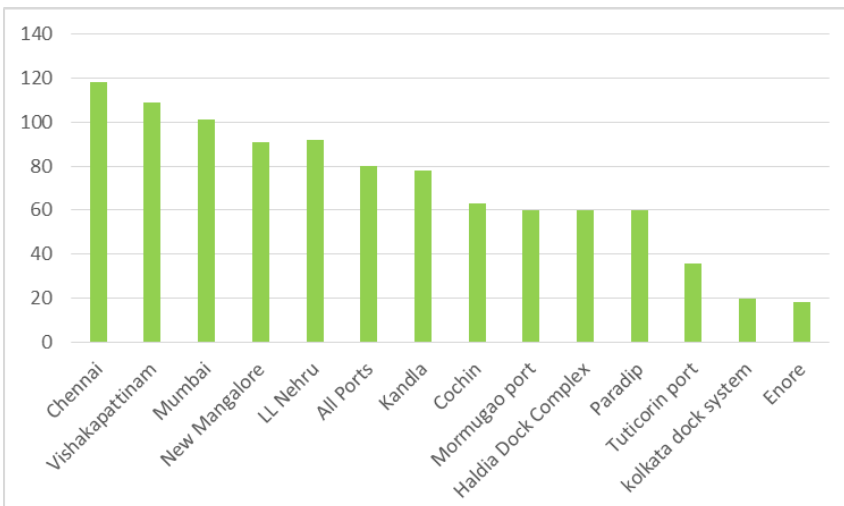

Figure 3. Percentage utilization of POL at major ports

Import and Export of Liquid Bulk

Rapid growth in domestic consumption of petroleum products and refining capacity has increased the country's dependence on imports of crude oil. On the other hand, India has not only become a net exporter of petroleum products, but is now the largest exporter of petroleum products in Asia.

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We first estimate the requirements for crude oil which is based on the sum of domestic demand and the net exports of petroleum products.

The total amount of petroleum products that need to be produced in the country is equal to the Domestic demand plus net exports. In Table 1 this amount is shown as "**Total to be Produced.**" Based on data provided by for the 12th Plan, a ton of crude oil yields about 0.93 tons of petroleum products. This estimate of yield is used to calculate the requirements for crude oil in the country. By 2031-32, this requirement is estimated to reach 556 Mt. Some of this requirement will be met by domestic production. Recent projections for the 12th Plan Period show a small decline in production over the plan period

Hence it is convenient to assume that domestic production will remain at current levels. Subtracting domestic production from total requirements for crude oil give us the amount of crude oil that needs to be imported. It is expected to reach 515 Mt by 2031-32. The sum of POL imports (crude oil and petroleum products) and exports (petroleum products) is shown in Table 1 and is expected toreach 631 Mt by 2031-32. Port traffic includes not just this amount but also some domestic crudethat is produced off-shore and crude oil and petroleum products moved by coastal ships. Estimating this amount directly is very difficult. Instead, we looked at POL traffic for the last several years and compared it with the total imports and exports of POL. It was found that the ratio of POL traffic to POL imports and exports over the last several years has varied between 1.25

-1.53 that is an average of 1.37.

The average of 1.37 to arrive at POL traffic has been used to estimate POL traffic at ports as estimated by the last line of Table 2.

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Table 2. Estimation of POL Traffic at Ports (MT)

		2011-12	2016-17	2021-22	2026-27	2031-32
1	Domestic Demand for Petroleum Products	147	186	245	322	424
2	Gross Exports of Petroleum Products	58	91	94	100	104
3	Gross Imports of Petroleum Products	10	11	11	11	11
4	Net Exports of Petroleum Products (2-3)	48	80	83	89	93
5	Petroleum Products to be Produced in India (1+4)	195	266	328	412	517
6	Requirements for Crude Oil (5/0.93)	210	286	353	443	556
7	Domestic Production of Crude Oil	38	41	41	41	41
8	Required Imports of Crude Oil (6-7)	172	245	312	401	515
9	Total Imports and Exports of POL (2+3+8)	240	347	417	513	631
10	Total POL Traffic at Ports (9 x 1.37)	329	475	572	702	864

Import of Coking Coal

The steel industry relies heavily on imports of coking coal. Currently, about 70 percent of the coking coal required by the steel industry is imported. Because the domestic production of cokingcoal is expected to remain stagnant or may even decline, the share of imports of coal is expected to increase to 75, 80 and 85 percent in 2016- 17, 2021-22 and 2026-27 respectively, and to remainat that level. Using these assumptions, the imports of coking coal for the steel industry have been estimated and are given in Table 3.

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Table 3. Imports of Coking Coal for Steel Industry by State (MT)

	2011-12	2016-17	2021-22	2026-27	2031-32
Odisha	7.8	15.8	26.4	42.2	58.2
Chattisgarh	4.2	8.5	14.1	22.6	31.2
Jharkhand	4.5	9.2	15.3	24.6	33.9
West Bengal	2.2	4.4	7.4	11.9	16.4
Karnataka	2.9	5.8	9.7	15.5	21.4
Tamil Nadu	1.0	2.1	3.5	5.5	7.6
Maharashtra	1.7	3.5	5.9	9.5	13.1
Andhra Pradesh	2.0	4.1	6.8	10.9	15.0
Gujarat	2.4	4.9	8.2	13.1	18.1
Other Locations	3.1	6.2	10.4	16.7	23.0
Total India	31.8	64.5	107.7	172.5	237.8

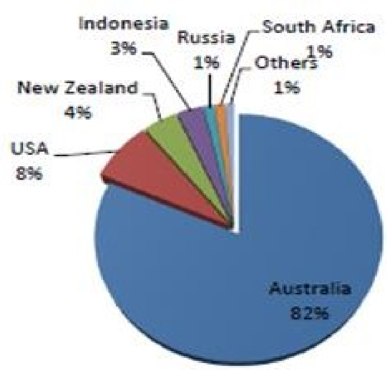

Figure 4. Import of Coking Coal by Country

A Comparison of POL Trade

- Mumbai Port: - It has been a national gateway to Indian and has played a pivotal role in development of national economy, trade and commerce. It has diversifed in types of cargo handled from break-bulk to container. It has developed specialised berths for POL and chemicals. Mumbai Port is facing challenges due to Intra-Port competition, changing traffic patterns, inherent physical constraints and continuing labour intensive operations, etc. However, Mumbai Port is taking various measures to render cost effective and quality services to the trade.
- Kandla Port: - The storage facilities are
    a) Twelve Dry Cargo berths are available with Quay Length of 2532 mtrs.
    b) Six Oil Jetties.
    c) Total Custom Bonded Port Area inside the custom fencing is 253 hectares.
    d) One deep draft mooring and Four Cargo moorings in the inner Harbour area for stream handling.
- Oil offshore Terminal at Vadinar

    The Kandla Port Trust had commissioned the Off-shore Oil Terminal facilities at Vadinar in the year 1978 jointly with Indian Oil Corporation, by providing Single Buoy Mooring (SBM) system, having a capacity of 54 MMTPA, which was first of its kind in India. Further, significant quantum of infra structural upgradation has been effected; excellent maritime infrastructure has been created for the 32 MMTPA Essar Oil Refinery at Vadinar

Table 4. Percentage of POL as Compared to Other Cargo

YEAR	Cargo Traffic (in tonnes)		POL Traffic (in tonnes)		% of POL in Total Cargo	
	KANDLA	MUMBAI	KANDLA	MUMBAI	KANDLA	MUMBAI
2007-08	64920	52364	38225	37074	58.88	65.07
2008-09	72224	57038	45538	34571	63.05	67.23
2009-10	79500	51876	46970	34538	59.08	67.12
2010-11	81880	54586	48426	32990	59.1	60.47
2011-12	41568	56186	24047	16459	56.9	29.29
2012-13(P)	44687	28788	25931	17161	58.02	59.61

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POL in India

The Indian economy is at a critical stage of development where energy requirement is increasing at a phenomenal pace. Even though, large part of the developed world is struggling to recover from the recession, the relatively faster emerging countries like, China and India are attempting to meet the requisite demand for Hydrocarbons and other alternative energy resources. Given the limited domestic availability of oil and gas, the country is compelled to import over 75% of its domestic requirement and subject itself to the vagaries of a volatile international price scenario.

In order to meet burgeoning demand for petroleum products in the country, the Ministry of Petroleum & Natural Gas has taken several measures to enhance exploration and exploitation of petroleum resources including natural gas and Coal Bed Methane (CBM), apart from improved distribution, marketing and pricing of petroleum products.

It may be seen that despite considerable variations in International prices of crude oil, imports of crude oil have followed a steady growth primarily to meet domestic demand of a burgeoning economy, apart from re-exports of petroleum products.

A comparative Analysis

Performance Indicators

Ship time in Port (Turnaround Time): - The total time a ships spends in port form its arrival to departure. It includes the pre-berthing time (detention days), i.e. time spent waiting for the operational berth, waiting time at berth, operational time (ship working hr) and free time

Null Hypothesis H0: There is no significant difference in vessel turnaround time between Kandla and Mumbai Port.

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Table 5. Comparison of Ship's Avg Time in Port

Year	KANDLA	MUMBAI
2007-08	1.55	2.12
2008-09	1.5	2.35
2009-10	1.31	2.3
2010-11	1.37	2.21
2011-12	1.53	2.13

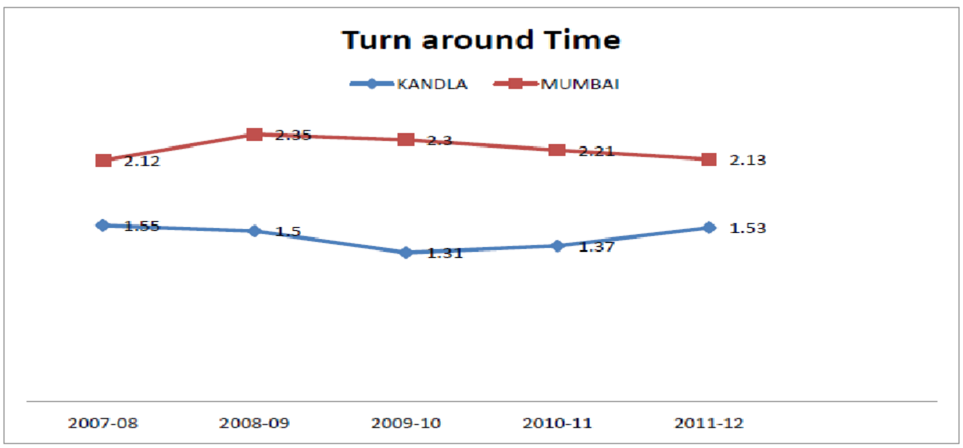

Figure 5. Turnaround Time

Table 6. P Value

P(T<=t) one-tail (Calculated value)	11.7178
t Critical one-tail (Table value)	1.8595

<u>Inference</u>

The researcher has observed that the calculated value 11.7178 is greater than the table value 1.859548038, the critical value at 5% level of significance. The null hypothesis is rejected. Thus we may conclude that there is significant difference in vessel turnaround time between Kandla port and Mumbai ports.

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Avg Pre-berthing time (Detention time): - The time spent by the ship waiting for the operational berth from the time it gets anchored.

Null Hypothesis H0: There is no significant difference pre-berthing time (detention) between Kandla and Mumbai Port.

Table 7. Comparative Study

Year	KANDLA	MUMBAI
2007-08	0	0.21
2008-09	0	0.30
2009-10	0	0.32
2010-11	0	0.33
2011-12	0	0.31

Table 8 Comparison: Average detention days (in days)

P(T<=t) one-tail (Calculated value)	13.6192
t Critical one-tail (Table value)	1.8595

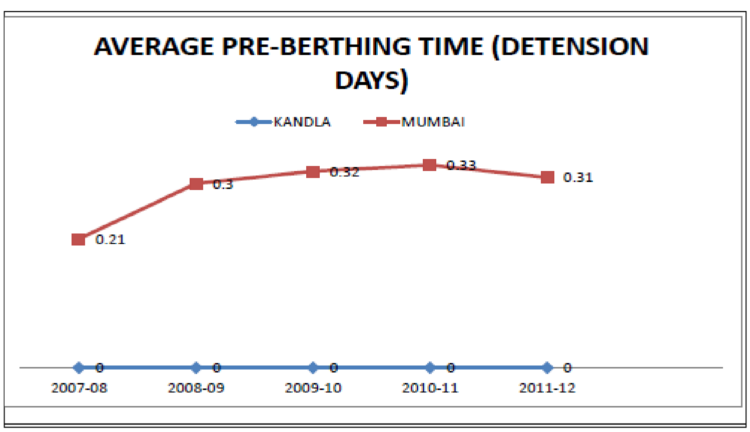

Figure 6. Average Per-Breathing Time

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INFERENCE

The researcher has observed that the calculated value 13.6192 is greater than the table value 1.859548038, the critical value at 5% level of significance. The null hypothesis is rejected. Thus we may conclude that there is significant difference in average pre-berthing time (detention) between Kandla port and Mumbai ports.

Ship Working Hour: - **The** amount of cargo that is handled at the berth when that particular ship is at berth

Null Hypothesis H0: There is no significant difference in ship working Hour between Kandla and Mumbai ports.

Table 9. Comparation of Kandla and Mumbai

Year	KANDLA	MUMBAI
2007-08	20976	5717
2008-09	25466	6122
2009-10	25259	6042
2010-11	23815	7909
2011-12	23023	7395

Table 10. Comparison: Average Output per Ship working Hr (in Tonnes)

Calculated Value	18.4622
Table Value	1.8595

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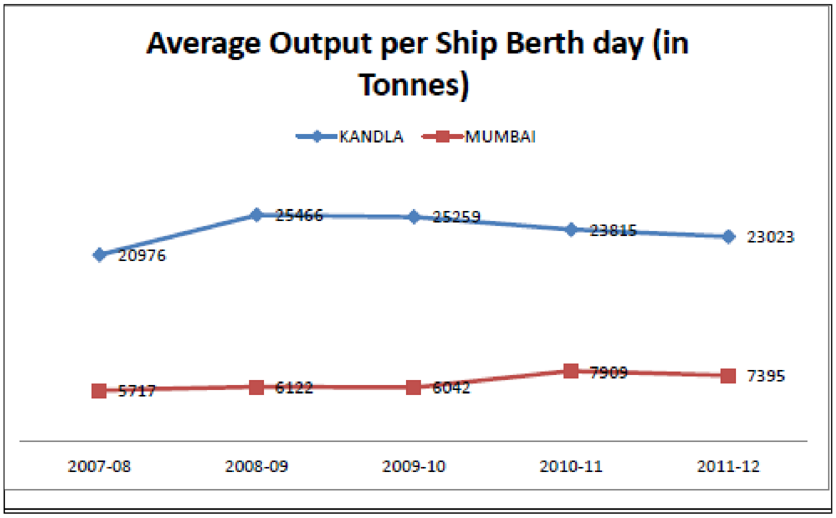

Figure 7. Average output per ship Berth Day

Inference:

The researcher has observed that the calculated value 18.4622 is greater than the table value 1.859548038, the critical value at 5% level of significance. The null hypothesis is rejected. Thus we may conclude that there is significant difference in Average Output per Ship Berth-day between Kandla port and Mumbai ports.

Per Tonne Handling Cost: The cost incurred in handling one tonne of cargo: loading/unloading

Null Hypothesis: There is no significant difference in per tonne handling cost between Kandla and Mumbai ports.

Table 11. Comparation of Kandla and Mumbai

Year	KANDLA	MUMBAI
2007-08	39.99	113.87
2008-09	38.19	119.66
2009-10	45.20	144.21
2010-11	45.34	159.60
2011-12	46.67	171.81

Table 12. Comparison: Per tonne handling cost (in Rs)

Calculated Value	8.74
Table Value	1.8595

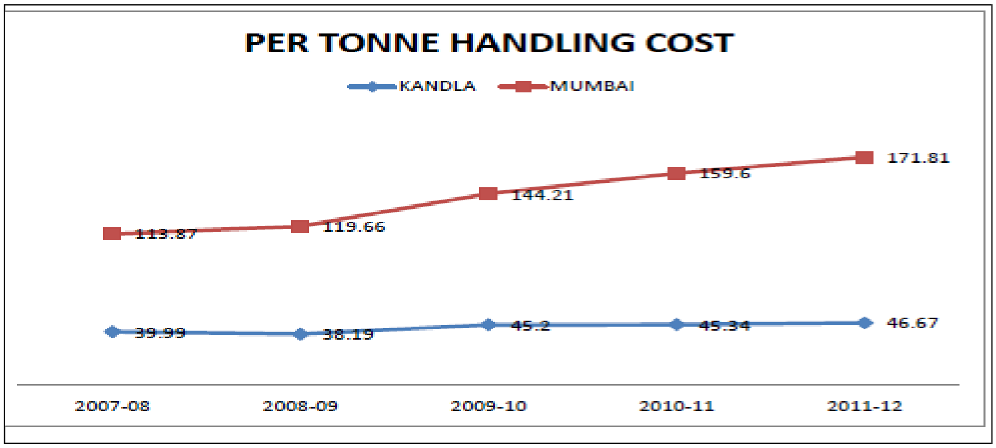

Figure 8. Per Tonne Handling Cost

Inference:

The researcher has observed that the calculated value 8.7465 is greater than the table value 1.859548038, the critical value at 5% level of significance. The null hypothesis is rejected. Thus we may conclude that there is significant difference in per tonne handling cost time between Kandla port and Mumbai ports

Idle Time at Berth: The time which the vessel has to spend at the berth when no work (loading/unloading).

Null Hypothesis: - There is no significant difference in idle time at berth cost between Kandla and Mumbai ports.

Table 13. Comparative Study

Year	Kandla	Mumbai
2007-08	23	23.10
2008-09	22	28.18
2009-10	20	28.68
2010-11	21	29.05
2011-12	21	27.24
Calculated Value	10.4030	
Table Value	1.8595	

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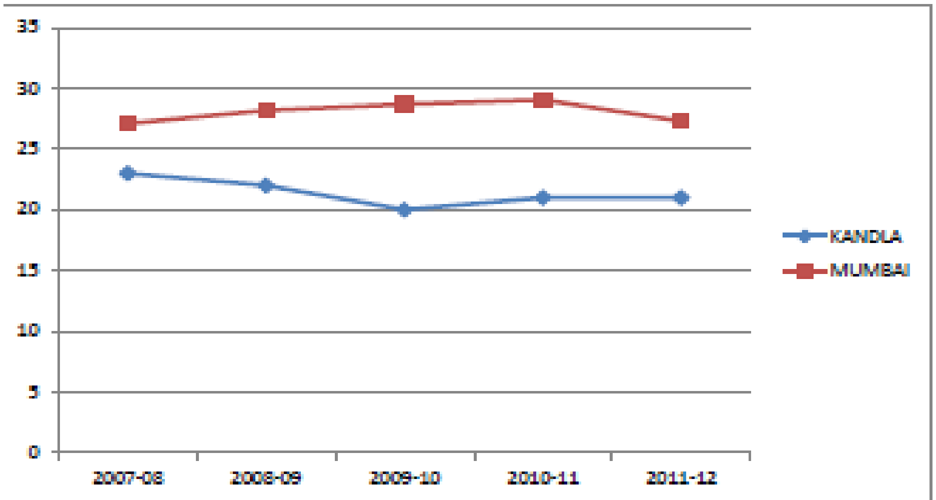

Figure 9. Comparative Study of Kandla and Mumbai

Inference: Since the Calculated value as shown above is greater than table value. The null hypothesis is rejected. There is significant difference in the Idle time at berth of ships in Mumbai and Kandla port.

Findings

- Port traffic was at its all-time high in March 2014 on the back strong thermal coal, Iron & Steel and other cargo traffic and also because of rise in Iron Ore traffic. However, it had declined at the level of 43.75 million tons in February 2014 and again showing an upward trend thereafter.

- Seven out of twelve major ports reported growth in cargo traffic for the month of Jan. 2015. Mormugao port reported highest increase of 47.92% year on year, followed by Kolkata (34.73% year on year), Chennai (16.17% yoy), Paradip (11.90% yoy), Cochin (9.14%), Tuticorin (8.44% yoy) and Kandla (4.35% yoy).

- In our comparative analysis between Mumbai and Kandla port, Mumbai port has developed specialised berths for POL and chemicals. Mumbai Port is facing challenges dueto Intra-Port competition, changing traffic patterns, inherent physical constraints and continuing labour intensive operations, etc

- It has been found from the comparative study that there is significant variation in the performance indicators of Kandla and Mumbai Port i.e. vessel Turnaround time, working hour etc.

a) All the null hypotheses were rejected so the kandla is performing far better in all the parameters
b) There would be increase in the ship working hour, reduction in turnaround time which can be seen from the comparison.

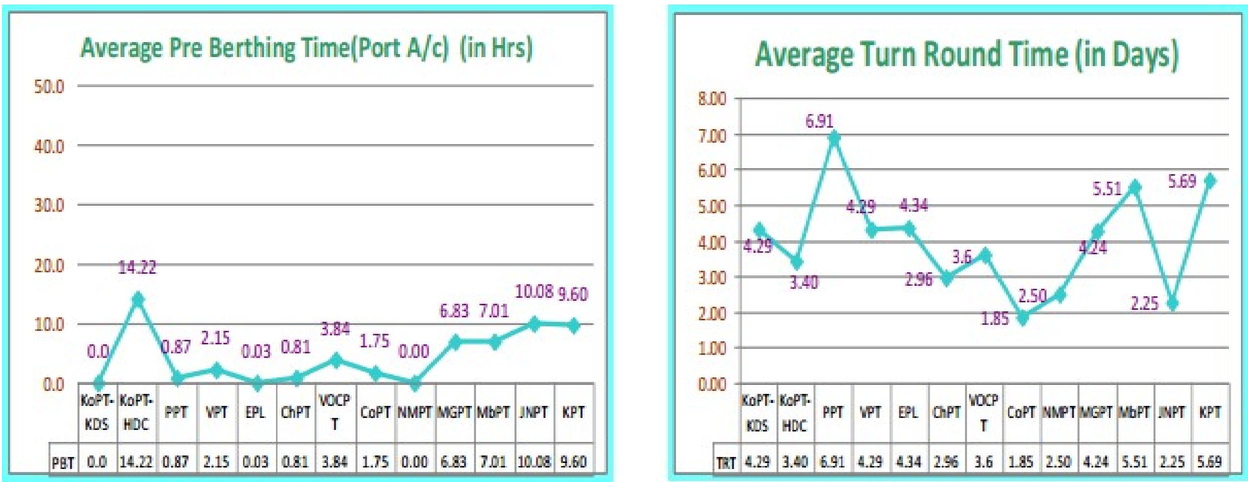

Figure 10. Port Performance indicators April 2014 to January 2015

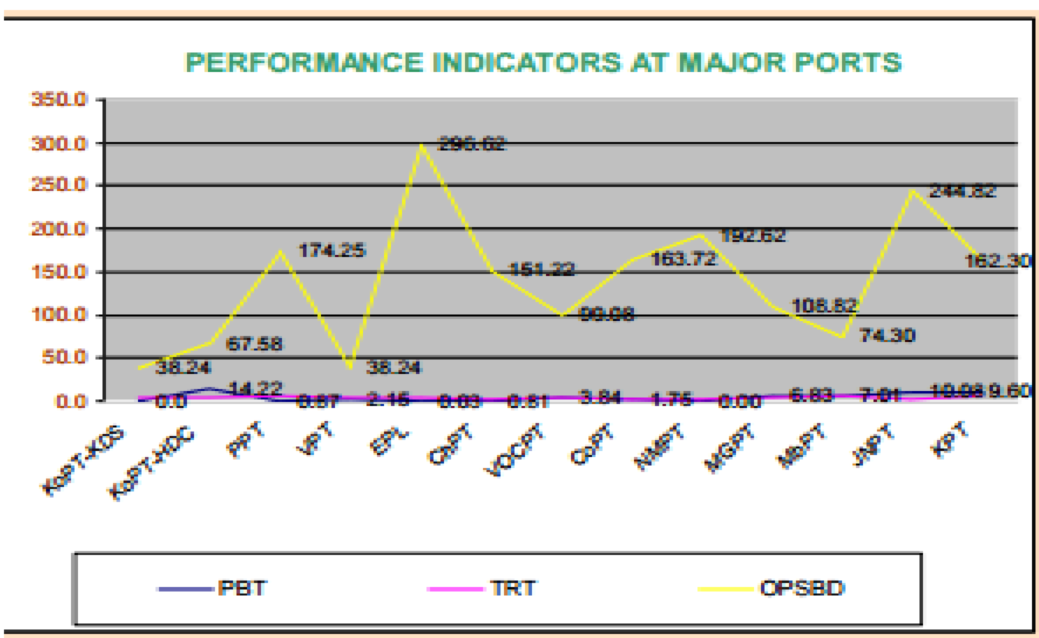

Figure 11. Port Performance Indicators

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Suggestions and Recommendations

- Deployment of special purpose equipment for specific cargoes that speeds up handling thereby increasing the operational time and reducing the ship's time in port.
- Increasing the no of Bulk Terminals which is a remedial measure for insufficient storage space. This is a capital investment decision which require analysis about the viability of the project. Various capital budgeting techniques can be used.
- Many ports that handle bulk commodities cannot accommodate cape size and other bigger vessels due to draft restrictions. Dredging should be done but it involves high cost especially in riverine ports where there is heavy siltation. The best solution is the port should be strategically planned so that it has a natural harbor, open sea connectivity with naturally deeper draft.
- Proper maintenance schedule of equipment should be followed so that there is no breakdown during operations.
- Port congestion is the reason of lower throughputs in port and can be reduced by

    a) Constructing more berth, purchasing more equipment so that more cranes are employed and increasing the storage space for cargo inside the port premises. These are long term solutions in short term the remedy can be
    b) providing better training to labor, reducing dwell time of cargoes, speeding up customs clearance, improving handling Techniques, providing incentives to labor increasing ship working hr.

Bringing ports under PPP projects and privatization of port facilities like superstructure will improve the performance. When the port is governed by a private firm it much more aware of changing market dynamics than the port trust and since its motive is to earn profit it will ensure better utilization of resources.

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