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ROMANIA AND THE GREAT POWERS DURING WORLD WAR I. A HISTORICAL AND THEORETICAL SYNTHESIS

Hadrian GORUN¹

ABSTRACT

OUR ARTICLE IS A SHORT ANALYSIS OF ROMANIA'S RELATIONS WITH THE TWO ALLIANCES OF WORLD WAR I, MAINLY WITH THE ENTENTE. WE TRIED TO EMPHASIZE THE MAIN FEATURES OF THE ROMANIAN FOREIGN POLICY, USING SOME IMPORTANT CONCEPTS BELONGING TO THE INTERNATIONAL RELATIONS' FIELD. ROMANIAN KINGDOM HAD TO BEHAVE AND PERFORM AS AN INDEPENDENT AND RESPECTED ACTOR IN THE INTERNATIONAL ARENA. STATES TEND TO FULFILL THEIR FOREIGN POLICY GOALS EITHER CONSOLIDATING THEIR OWN INTERNAL CAPABILITIES, EITHER BY JOINING THE ALLIANCE SYSTEMS. THEREFORE, THE DECISION MAKERS FROM BUCHAREST HAD TO STRENGTHEN THE MILITARY TRAINING AND TO IMPROVE THE SUPPLY WITH WAR MATERIAL, WEAPONS AND AMMUNITION. IN TERMS OF PARTICIPATION IN THE WAR, THE ROMANIAN AUTHORITIES SHOULD HAVE CHOSEN THE ALLIANCE THAT SUPPORTED THE ACHIEVEMENT OF ROMANIA'S NATIONAL INTEREST. THE NATIONAL INTEREST INVOLVES THE PERPETUATION OF STATE, THE THE TERRITORIAL INTEGRITY OF THE STATE BUT ALSO MAINTAINING THE STATE INDEPENDENCE SO IT ENJOYS PRESTIGE ON THE INTERNATIONAL STAGE. ALSO, AS RATIONAL ACTORS OF INTERNATIONAL RELATIONS, THE STATES ARE PURSUING A POLICY DESIGNED TO MAXIMIZE THEIR ADVANTAGES.

KEYWORDS: ROMANIA, FOREIGN POLICY, NATIONAL INTEREST, ENTENTE, WORLD WAR I.

Our article is a brief analysis of Romania's relations with the two belligerent groups of the First World War, mainly with the Entente. Using several concepts belonging to the theory of international relations, we tried to highlight the guidelines of the Romanian foreign policy. The adopted conduct of foreign policy should have allowed the Kingdom of Romania to perform as an independent and respected actor in the international arena.

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States tend to fulfill their foreign policy goals either consolidating their own internal capabilities, either by joining the alliance systems. Therefore, the responsible decision makers from Bucharest had to strengthen the military training, being vigilance of an adequate endowment with war materiel, weapons and ammunition. In terms of participation in the war, the Romanian authorities should have chosen the alliance that supported the achievement of Romania's national interest. The national interest involves the perpetuation of state, the protection the territorial integrity of the state but also ensuring and maintaining the state independence so it enjoys prestige on the international stage.² Also, as rational actors of international relations, the states are pursuing a policy designed to maximize their profits. The representatives of realist school of international relations have defined the national interest in terms of power. In this context, in the opinion of Hans Morgenthau, the quality of diplomacy and military training are essential constituent elements of national power.³

In the complicated international circumstances during World War I perfecting the Romanian's national interest was involving the unification of Transylvania, Banat and Bukovina with Romania. The issue of Bessarabia takeover could not be counted since the Romanian land between Prut and Nistru was part of the Russian Empire, and Russia was part of the Entente. Claiming the province from beyond Prut would be translated into an affront to the great power in the East.

During the Balkan wars of 1912-1913, and subsequently, both in the brink of World War, and during the great conflagration, the Romanian Kingdom acted to maintain its freedom of movement. It has reserved the right to take the most important decisions without being influenced by external diplomatic pressure. After the peace treaty from Bucharest on August 10, 1913, which ratified Romania's status as the main and most important actor of the Balkan region, the Romanian diplomacy has campaigned for perpetuating the relations of the existing forces and the establishment of a territorial *status quo* in accordance with their interests. We can state that in the functioning of the power balance from the area of Balkan and Eastern Europe, Romania has successfully assumed the role of moderating element (balancer), not only during the Second Balkan conflict, but also during the World War I. In 1913, Romania's intervention was decisive and leaving the temporary neutrality and the intervention in the war in August 1916, will bring Entente a military and demographic surplus in the competition with its opinion opponent and will facilitate the war effort, causing the movement of troops from the West to the Eastern battlefield.

Entente has used specific mechanisms to establish a favorable balance of power in the competition for supremacy with the rival alliance. For example, in order to weaken the camp of the Central Powers, it has adopted the principle of *divide et impera*, seeking to attract the neutral states which were gravitating into the orbit of Germany and its allies, such as Romania, Italy, Bulgaria and Greece. Another way designed by the Triple Understanding to establish and maintain a balance of power consistent with their own interests consisted of the *principle of compensation*.⁴ The principle of multiple territorial compensation between the Balkan states was meant to be the cornerstone of a new Balkan block following the model of the alliance that existed during the First Balkan War and managed to defeat the Ottoman Empire. This time the Balkan block, constituted under the patronage

² Frederic Pearson, Martin Rochester, *International Relations*, (New York:Mc. Graw-Hill, 1998), 177.

³ See Hans Morgenthau, *Politica între națiuni. Lupta pentru putere și lupta pentru pace*, (Iași: Polirom, 2007).

⁴ Hadrian Gorun, "Considerations on Romanian-Russian and Romanian-Bulgarian Relations at the Beginning of the World War I. A few Romanian and French Documentary Evidence", *Analele Universității Craiova, Istorie*, XIX, nr. 1/2014, 71-76.

of the Entente would incorporate, if it had been possible, Turkey too. The association of states once constituted, Romania, Bulgaria, Greece and Turkey would have intervened in the war for the Triple Entente. But the *sine qua non* condition of achieving this was that the states meant to be part of the alliance to proceed with mutual territorial concessions. According to the plenipotentiary Minister of Romania in Paris, Alexander Emil Lahovari, it was recommended that the Romanian government would declare that it was willing to return to Bulgaria the Southern Dobrogea (Quadrilateral). Greece had to agree to cede Cavalla to Bulgarians and Serbia would give up a part of Macedonia. In return, Romania would have been entitled to receive Transylvania, Greece the biggest part of Epirus and Serbia, Bosnia and Herzegovina.⁵ The Balkan block recreation project was doomed to failure since each state's national interest from the region prevailed both on subsystem's interest represented by the Balkan space and the interest of the system, represented by the Entente military grouping.

Among the powers that made up the Triple Understanding, France wished most ardently Romania's entrance in the war. Both Romania and France had territorial ambitions, France with regard to Alsace and Lorraine, Romania regarding Transylvania, Banat and Bucovina. The similarity of the two Latin sisters' aspirations will lead, eventually, to a final closure between France and Romania. If France was representing a great power, the most important state actor member of the Entente, with great decisional power, Romania was perceived by the two belligerent camps only as a pawn-what was rightly having a key position - on the European chessboard. Even if in principle, the Romanian Kingdom could not manifest as an active geostrategic player, at least it was an important geopolitical pinte⁶ in Southeast Europe and the Balkans.

Generally speaking, the points of view of France and Great Britain have coincided with respect to the need to attract Romania to strengthen the alliance. Instead, Russia was having the tendency to put above the coalition's interest their own expansionist goals and eventually to subordinate to their personal goals the entry into action of the Romanian Kingdom.

Romania has always sought to preserve its freedom of movement during the negotiations with the Entente, Central Powers and the Balkan countries. The Romanian authorities wanted to establish themselves the country's foreign policy priorities without the interference of other powers.

The Romanian kingdom held a similar policy when, in 1915, it asked the Member states of Entente, certain guarantees for the acquisition of the Romanian territories incorporated to the Austro-Hungarian dual monarchy and the related frontiers. Into this issue, were often clashed the divergent views of the Romanians and Russians⁷. France has successfully played a difficult role as a mediator, often reconciling the divergent positions of Bucharest and Petrograd, so Russia was finally compelled, not without regrets, to accept Romania's territorial grievances.

In the nineteenth century, at the beginning of the twentieth century and during World War I, Russia has arrogated the quality of protector of orthodox nations of the Balkans. Under this self-assumed statute was actually hiding its hegemonic tendencies. The main war objective of the Russian Empire was the domination over Bosphorus and Dardanelles' Straits and Constantinople city. In 1915,

⁵Archives du Ministère des Affaires Etrangères Français (A.M.A.E.F.), Série Guerre 1914-1918, Sous-Série Roumanie, D. 337, f. 19.

⁶ The concepts "geopolitical pivots" and "geostrategic players" were used by the political scientist Zbigniew Brzezinski. See Zbigniew Brzezinski, *Marea tablă de șah. Geopolitica lumilor secolului XX*, (București:Univers Enciclopedic, 2000), 53-69.

⁷ Hadrian Gorun, "Les pourparlers russo- roumains de 1915 au sujet des futures frontières de la Roumanie", *Transylvanian Review*, vol. XVI, no. 1, Spring 2007, 93-112.

Romania considered necessary for defending its vital interests, to oppose Russia in its march towards the Straits. Moreover, in Bucharest was spreading the news that Russia, following an alleged understanding with England on the Straits, would get the entire Bosphorus along with Constantinople. Dardanelles would have become neutral. Later on, the Romanian authorities found out that the Romanov Empire would have been promised just the northern part of the Bosphorus, and Constantinople would become neutral, thing that tempered spirits in a certain way.⁸ The War aims of the Czarist Empire were perceived at Bucharest as a threat to the sovereignty and territorial integrity of the country. This is also the reason why in late 1915 the Royal Government has categorically opposed to transiting the Romanian territory by a Russian army that would provide support to the Serbs⁹, considering that permission would have given the opportunity to the Russians to damage the territorial integrity of the country.

The Romanian government has worked to maintain the secrecy of negotiations carried out for joining the Entente in order not to raise the susceptibilities of the rivals and avoid exposing an attack of the Central Powers. For tactical considerations the Romanian state proceeded to signing a trade agreement with Germany.

Entente and Romania differently perceived the necessary involvement of the latter in action. For instance, the Triple understanding needed Romania's contribution according to the situation on the battlefield. But Romania was obliged to complete the military training and complete the equipping with war materials and munitions. This is one reason why it was not engaged in fighting in May 1915 when Italy signed the Protocol in London with the Entente. The Romanian authorities have shown unquestionable diplomatic and political tact when, last negotiations to arrange the signing of the political and military agreements with the Entente were conducted. The powers of the alliance recognized Romania's right to join to the national state Transylvania, Banat and Bucovina. Due to the insistence of the Romanian state, the policy Convention laid down the signatories' obligation to close the general or separate peace only together and simultaneously. Romania also earned the right to be treated on a par with the Great Powers during preliminaries, peace negotiation and at peace general conference. Despite all these promises and others, even before the alliance being sealed, Russia managed to obtain secretly the consent of France related to the review at a later date of the commitments made to Romania and the reservation of judgment in this matter.¹⁰ The Great Powers were not always willing to respect their commitments to the smaller states and take into account their legitimate aspirations.

The allies have not honored some of the obligation undertaken by the two Conventions, political and military, and Romania's situation will become very difficult at the end of 1916. Among the measures through which Romania has tended to maintain its decisional independence in dealing with the Great Powers in World War I, it is worthy to note the refusal of the Russian proposal on restructuring the Romanian army in the south of Russia as well as rejecting any tendency of Russians to subordinate the Romanian army during the military cooperation, anyway punctuated by moments of misunderstandings and disputes.¹¹

⁸ Arhivele Naționale Istorice Centrale (A. N. I. C.), Diamandi, D. 29, f. 11.

⁹ A. M. A. E. F. , Guerre, Roumanie, D. 353, f. 171.

¹⁰ Glenn E. Torrey, "The Years of Engagement, 1916-1918", in *Romania and World War I*, (Iași, Oxford, Portland, Center for Romanian Studies), 213.

¹¹ See H. Gorun, *Relații politico-diplomatice și militare ale României cu Franța în primul război mondial*, (Cluj-Napoca:Argonaut, 2009), 119-208.

The King and the Romanian government did everything they could to continue the fight against the Central Powers at the end of 1917 and early 1918, but external factors, beyond their control, such as the closing of the armistice and peace from Brest-Litovsk by Soviet Russia and invasion of Ukraine by the troops of the Central Powers, which until then had served as a buffer zone for Romania, have made any resistance inconceivable. However, even if continuation of the armed struggle meant committing suicide under the given conditions, the Allies, France, England, Italy and U. S. A. have put pressure for maintaining the belligerence. The conclusion of peace preliminaries from Buftea on February 20 / March 5 and of peace with the Central Powers from Bucharest on April 24 / May 7, 1918 gave the Entente Powers a pretext to get rid of the obligations assumed through the political Convention from August 1916. It is true that Romania had breached the article regarding a separate peace, but the Great Powers did not take into account the critical situation. Allied powers have not granted extenuating circumstances considering that Romania has fulfilled most of the obligations, while the Entente eluded his own. But by re-entering the war from November 10, 1918 Romania finally made part of the victorious camp and regained the right to enjoy the promises made in August 1916.¹²

¹² Gorun, *Relații politico-diplomatice și militare ale României cu Franța în primul război mondial...*, 229-302.

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CASE STUDY: THE EXPRESSION OF NATIONALISM IN VLADIMIR PUTIN'S RHETORIC

Andreea-Emilia DUȚĂ¹

ABSTRACT: *BASED ON A RHETORICAL ANALYSIS ALGORITHM, THE MAIN POSITIONS OF RUSSIAN PRESIDENT VLADIMIR PUTIN ON RUSSIAN OFFICIAL NATIONALITY IN ANTITHESIS ARE ANALYZED WITH WESTERN EUROPEAN MULTICULTURALISM AND DECADENCE. PUTIN'S SPEECHES AVOID THE DEADLY TRAPS OF NATIONALISM AND RELY ON THE FOUNDATIONS OF A PATRIOTISM WITH ROOTS REDISCOVERED IN RUSSIAN ORTHODOXY, BUT ALSO WITH NOSTALGIC REFERENCES TO THE SOVIET ETHICAL CODE AND DEMONIZING THE WESTERN DECADENCE. WHEN EUROPEAN MULTICULTURALISM IS DECLARED A MISTAKE AND BURIED BY ITS OWN PROMOTERS AND PROTECTORS THE APPEAL TO THE RHETORICAL DIMENSION OF POLITICAL DISCOURSE BECOMES SINE QUA NON. THE WINNER CAN ONLY BE CLASSICAL POLITICAL DISCOURSE BUILT FROM THE PERSPECTIVE OF RHETORICAL ART, AS DEMONSTRATED BY THE SPIRAL OF HISTORY THE RHETORICAL ART OF THE GREAT PERSONALITIES.*

KEYWORDS: VLADIMIR PUTIN, NATIONALISM, PATRIOTISM, MULTICULTURALISM, WESTERN DECADENCE

1. PRELIMINARIES ON THE METHODOLOGY OF RHETORICAL ANALYSIS

The classical foundations of education – grammar, logic and rhetoric – build a "trium" and they have been, are and will always be essential for a well-constructed political discourse. Paradoxically, some heads of states accidentally offer in their narrative grammatical errors (George Bush), others seem to be unable to overcome the "childhood" propaganda of "Bolshevism", using abundantly circumstantial comparisons of the situation in "civilized states" or "recovering the gap" even in the case of moral decadence, while heads of civilized states demonstrate a chronic atrophy of historical sense ("history is bunk").

Rhetoric has a huge persuasive power, it has the possibility to make masses of people do something - good or bad - or do nothing. It can be "noble" (Plato), it may reveal transcendence, it seems to make a good house with poetry, it is able to exploit the potential of connotations and denotations, to carry the meanings of the metaphor to the sublime, to highlight the abstract ideas of immortal spirituality. The well-argued rhetoric of high ethical status that analyzes and generates

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essences rather than similarities, principles and deeds leads to a profound authority much faster and makes the appeal to the authority itself redundant². A persuasive political rhetoric must avoid truisms, histrionics, demagogy or ridicule; it should recommend itself through substance and treatment continuity when it presents the positives and negatives as two possible extremes on a spectrum. Rhetoric takes into account the fundamental dimensions of the human nature - reason, emotion, ethics and religion. The barren, artificial rhetoric showing lack of knowledge and inability to adapt to the audience's specificity becomes sterile and possibly counterproductive. The rhetorical narrative conquers its status by the method of argumentation adapted to the target audience table according to:

- Cause-effect,
- Definition,
- Consequences,
- Circumstances;
- With stylistic alchemy of the relationship between "good" and "evil / bad".

2. BETWEEN EUROPE AND EURASIA

The end of the Cold War did not bring the much-promised and expected *End of History* (Fukuyama) but at least it ceased the blunt and irreducible propaganda between the two great political-ideological and military blocs.

In the Soviet vocabulary, its ideology was described as being similar to the Marxist-Leninist doctrine³ (as a vision but also an interpretation of the normative of a society) even if usually the doctrine is a collection of teachings or attitudes integrated in a unitary logical perspective for the citizens of a state⁴.

The tectonic changes in the international political system, which was not supported by the huge propaganda apparatus, have revived the rhetoric and political stylistics of the contemporary political figures. In the first decade of this century, the introduction of the American model of democracy, including by force, especially in the Middle East region, has generated high migratory flows of refugees towards Europe, which in Europe has lit up a strong nationalist trend (called by a part of the international press "ordinary populism") in front of which multiculturalism tried to show resistance, but ultimately in some regions succumbed to the arms of its parents⁵. The EU system crisis attempts to resolve the government-supranational relationship through solutions to the expression of its own denial: restructuring of "concentric circles" and re-organization at

² "A society's health or declension was mirrored in how it used language." Richard Weaver, *The Ethics of Rhetoric*, in *Rhetoric Review* 15 (Fall 1996): 128-41.

³ See Mărcău Flavius Cristian, „Undemocratic regimes”, in *Annals of „Constantin Brâncuși” University of Târgu Jiu, Letter and Social Science Series*, Issue 2/2014, pp. 105-110

⁴ Mărcău Flavius Cristian, „Democratization in the Former Communist States: Imposition or Necessity” in *Research and Science Today*, No. 1(7)/2014, pp. 81-85. See also Mărcău Flavius Cristian, „Short analysis of the fall of communist regimes in Central and Eastern Europe 1989 and the domino effect” in *Astra Salvensis*, Anul III, Nr. 5, octomber 2015, pp. 159-164

⁵ Defined as a set of policies or processes designed to preserve the cultural identity of a distinct group within society, the term has come into use and has generated a new sociological theory (examples - Switzerland, the United States, Canada and Australia). In 1975, Sweden formally adopted multiculturalism as a state policy.

different speeds are far too far from Charles de Gaulle's dream⁶. A comparison between the two federalist systems - the European Union and the Russian Federation - can only begin with political leadership (the role of personality in history / leadership-mass / ethos-tradition / modernity)⁷. There are two categories of nationalism: the nationalism of Russian ethnic purity (without non-Russian elements but including the Russians out of the state) and Russian nationalism (multiethnic including all ethnic groups with historical ties in the Russian space). This perspective implies the interrelation of the ethnic diversity within Russia, but also the justification for the re-integration of the Russian spaces that are outside Russia (*russkii* and *rossiiskii*, but without a clear demarcation between these syntagms).

On the 18th March 2014, Putin's rhetoric explains the status of the Crimean Peninsula through the Black Sea geopolitical command, sanctioning the double standard of the West in international relations, underlining that the Russian people (the ethnic entity, former *rossiiskii narod* - used by Elsin and the tsarist era) became one of the largest divided nations in the world if not the largest after the dissolution of the Soviet Union⁸. The West after the Crimea (formerly - Iran, Syria, Georgia) becomes unequivocally from partner to enemy⁹. It should be noted that earlier this syntagm only concerned the ethnic meaning and did not have political significance; Putin uses *rossiiskii* (Russians) to describe Russian-Germans, Russian-Tatars, Russian-Armenians and other ethnicities inside Russia, which determines an author to think that rhetoric will jump to "ethnonational positions"¹⁰.

After the rise and demise of "national democratic nationalism" (2000-2014), Russian nationalism includes both the current "imperialist nationalism"¹¹ and ethno nationalism. However, it uses the same arguments enforced by the Russian ethnic group¹² in support of the expression "Geography as a destiny"¹³ normal for a large country playing a geopolitical role, especially in the

⁶ General Charles de Gaulle launched the famous phrase, "We must have a Europe going from the Atlantic to the Urals" (the ideology of the current federalist - the "intergovernmental dialogue stage") by strengthening the United States towards a Europe of Nations. See also Altiero Spinelli "Manifesto for a free and united Europe."

⁷ Even if there are a number of integration theories (functionalism and neo-functionalism, realism and neorealism, neo-Europeanism and European federalism), the leader's personality is capital.

⁸ See Pål Kolstø and Helge Blakkisrud, *The New Russian Nationalism. Imperialism, Ethnicity and Authoritarianism 2000–2015*, Edinburgh University Press, (2016), p. 18.

⁹ Masha Lipman, Putin's Nationalist Strategy, March 2, 2014, <http://www.newyorker.com/news/news-desk/putins-nationalist-strategy>.

¹⁰ *Rossiiskii* refers to Russian citizens and the Russian state. Anyone who is ethnic Chechen, Tatar or Ukrainian may be "Rossiiskii" if he has a Russian passport and lives on Russian territory. See Vladimir Putin: *Ethnic Russian Nation*, https://www.washingtonpost.com/news/monkey-cage/wp/2014/03/19/vladimir-putin-ethnic-russian-nationalist/?utm_term=.589f78d6c5b1.

¹¹ This term that emerged after the annexation of Crimea to the Russian Federation. See Emil Pain, "The imperial syndrome and its influence on Russian nationalism". See Emil Pain, "The imperial syndrome and its influence on Russian nationalism", in Pål Kolstø and Helge Blakkisrud, *The New Russian Nationalism. Imperialism, Ethnicity and Authoritarianism 2000–2015*, Edinburgh University Press, (2016), p. 48. "We never use the word "strength" to imply superpower ambitions. We can never impose anything on anybody. Russia's strength is within us, within our people, our traditions and culture, our economy, our huge territory and natural resources. It is in our defence power, of course. However, most importantly, our strength is in the unity of our people." See Vladimir Putin addressed State Duma. October 5, 2016. <http://en.kremlin.ru/catalog/keywords/78/events/53027>.

¹² The author's judgments are forced. See Pål Kolstø and Helge Blakkisrud, *The New Russian Nationalism. Imperialism, Ethnicity and Authoritarianism 2000–2015*, Edinburgh University Press, (2016), 22.

¹³ Dughin, 1997

existence of the Ukrainian civil war¹⁴. We cannot speak of “religious nationalism” but rather of “pagan nationalism” and especially of “secular nationalism”, however without important political roles. Particular attention is paid to the position of the Russian Orthodox Church over the concept of patriotism (the sense of love and devotion to the homeland and the people, established in history), which Putin's rhetoric promotes, though between the Russian President and the cautious attitude of the Russian Orthodox Church there have been seen differences in both Chechen and Armenian issues. Still, Putin's political discourse is clearly supported by the patriotic perspective as defined by the Orthodox perspective¹⁵. Eurasianism as the new expression of Russian nationalism avoids ethno nationalism because “the historic mission of the state will end”, “the preservation of every nation and its ethos will be treated as the greatest historical value” with a significant role in “close proximity”¹⁶. Thus, the Eastern EU mini-project (Eurasia Union) made up of as many Soviet states as possible is more than favorable to the interests of the Kremlin. Putin supports the idea that Russia is a multinational state but with a single nation, with a polyethnic civilization, the foundation of the Russian culture, refusing to support a *Rosiiski* nation, but only the dominance of the Russian ethnicity. The term “*ruskii*” defines culture (which is not “*rossiiskaia*”) more important than nationalism. The Russian president's rhetoric supports the “official nationality” correlated with the need to protect the Russian world (*ruskii mir*) from the territories belonging to the Russian Empire, defending the only true defender of the people¹⁷.

In conclusion, non-Russian literature on the Russian nationalist phenomenon has a variety of nuances, currents and trends that make it different from the Western landscape. Any reduction to one of its forms of expression - ethnic, religious, anti-Semitic, imperialist, religious, secular, tsarist, as a reflex of national liberation under the yoke of an empire etc. (the variants are conceptually and factually conflictual) is erroneous and justified only by polemic finality, not without pejorative words and controversial categorization. Putin's nationalist rhetoric is moderate compared to the political rivals' discourse, avoiding radical positions or introducing a cleverly refined ambiguity when he cannot avoid the book of nationalism in order not to risk the strategic division of its supporters in the medium and long term. Putin's moderate solution in nationalist rhetoric - the prospect of wider acceptance of nationalism - even if he is strongly criticized in Western space is the option that has generated social coherence and stability (according to Western opinion polls)¹⁸.

3. THE SUBTLETIES OF THE RUSSIAN NATIONALISM AND PATRIOTISM

In the Western world, Russia is suspected or even accused of wanting to regain its lost status, the territories of the former Tsarist Empire under a “presidential patronage” (through

¹⁴ Alexander Verkhovsky, Radical nationalists from the start of Medvedev's presidency to the war in Donbas: True till death? in Pål Kolstø and Helge Blakkisrud, *The New Russian Nationalism. Imperialism, Ethnicity and Authoritarianism 2000–2015*, Edinburgh University Press, (2016), 75.

¹⁵ Anastasia Mitrofanova, “Russian ethnic nationalism and religion today”, in Pål Kolstø and Helge Blakkisrud, *The New Russian Nationalism. Imperialism, Ethnicity and Authoritarianism 2000–2015*, Edinburgh University Press, (2016), 104.

¹⁶ Daniel Schearf, *Putin's Popularity Rooted in Nationalism*, November 01, 2014, <http://www.voanews.com/a/analysts-say-putins-popularity-is-rooted-in-nationalism/2504876.html>

¹⁷ “The words of our president (Vladimir Putin) are very close to the heart of any of us: Russia can be either great or not at all.” Aleksandr Dugin, Council of the Russian People Worldwide, Moscow, 13-14 December 2001.

¹⁸ In May 2013, the Romir poll releases NEO-RUSS survey.

coercion, manipulation, and election fraud) backed by a socially balance dominated by a person and not by principles (the weakness of the rule of law, corruption and a low social capital)¹⁹. However, Putin condemns the past imperialist episodes of the USSR, referring to the invasions of Hungary and Czechoslovakia, considering them as "major mistakes whose fruit is the rusophobia of Eastern European citizens."

Stabilizing the Russian political system after the chaos of the 90s²⁰ from a center-right perspective led to economic development in the market economy, cooperation with the West but only in terms of its own national interests with popular support of 60-80%. In the first decade of this century, Putin adopts a defensive royalist rhetoric based on internal issues, pursuing the elimination of Western criticism regarding the electoral system, limiting the place and the play of nationalist issues to the voters' preferences²¹. In 1999, Putin carried out the military operation against the rebels in Chechnya ignoring the appeal to the nationalist wave, preferring to define the operation as "anti-terrorist" directed against "bandits", avoiding criticizing the Chechens as a nation, his rhetoric not excluding them from the Russian nation. The energetic, decisive and motivated leadership skills and not nationalism highlight his character traits: experience, physical presence, leadership style, principled nature and honesty, projecting him first on the Russian voters, overcoming the other political rivals counting on the book nationalist group - Evgenii Primakov, Iurii Luzhkov or Gennadii Ziuganov²². The 2008-2009 crisis, despite the predictions of a collapse – there was an economic downturn –, is affecting Putin's popularity in 2011, but it does not block Putin's return to power in March 2012 after the presidential election as a "father of the nation." The list of Russian officials sanctioned by the US for the death of Prisoner of Sergei Magnitskii's lawyer and the annulment of the incarcerations by the Americans (the death of a Russian child adopted in Texas) bring substantial popular support in favor of Putin, especially during 2012-2013. Russia is a patronized society and is not defined by nationalism, according to the specialized literature. Social mobilization takes place through a person's network (oligarchs, regional political machinery, Vladimir Putin's personal network in all spheres of society) and not according to nationalist ideals. The alchemy of "presidential patronage" is a combination of formal and informal power generating numerous and prosperous "hybrid regimes" (combinations of democratic elements with autocratic elements) on the background of the stability of long-standing leadership. Such a perspective devotes a great deal of attention to public opinion by regularly pouring it in order to know the popular support of political decisions. Putin's rhetoric may be more likely to be based on patriotic feelings and not on Western-style nationalism as an expression of cultural unity and migratory waves in the Middle East and Africa²³. Because of the Ukrainian civil

¹⁹ Henry E. Hale, How nationalism and machine politics mix in Russia, in Pål Kolstø and Helge Blakkisrud, *The New Russian Nationalism. Imperialism, Ethnicity and Authoritarianism 2000–2015*, Edinburgh University Press, (2016), 221.

²⁰ See Mărcău Flavius Cristian, „Short analysis of the fall of communist regimes in Central and Eastern Europe 1989 and the domino effect” in *Astra Salvensis*, Anul III, Nr. 5, octomber 2015, 159-164

²¹ "Our goal is to create higher living standards beyond the Urals in a ten-year period to make Siberia a very attractive place for people." Siberian Development Strategy. <http://en.kremlin.ru/>.

²² http://rosvoencentrf.ru/index.php?option=com_content&view=category&id=51:2008-12-22-12-36-56&Itemid=72&layout=default

²³ "Like anyone who considers themselves a Russian and a patriot, must take an objective look at what is happening out there and choose the appropriate response, or at the very least formulate their own position on the situation."

war, four-fifths of the Russian population supports Putin's decisions, and his popularity climbs up the stunning peaks, due to the popular tendency of self-identification with the winner. Putin dominates the political system without any shadow of doubt by the decision to protect the Russian ethnic group of Crimea (*iskonno russkaia zemlia*) against Ukraine "fascist," the citizens being "very proud that they are Russians." However, Putin uses a moderate, even warm rhetoric on the part of the Ukrainians calling him the "brother nation", evoking the common origin (Kievan Russia and the USSR) and deserving a common political future, even if the intolerance to the Ukrainians had become very high. Massive popular support for Russian-led Crimean decisions is explained by nationalist sentiment, although Putin considers it politically dangerous, paying special attention to avoiding the politicization or exacerbation of this sensitive issue²⁴. The "renunciation" of ideology²⁵ along with multilateral deregulation and legislative destruction and aggressive socialization brought about by social networks led to revolutionary transformations but also manipulation, intoxication as a reflux of the monolith spraying of antagonistic ideologies. Neoliberalism has also promoted the rights of minorities of any kind, in a dizzying spiral with generous humanist horizons, like multiculturalism, but with short and ephemeral existences buried by their parents. The failure of the *Leitkultur* concept (1998, German-Arab sociologist Bassam Tibi), the warning of Thilo Sarrazin (*Deutschland schafft sich ab* - Germany is self-defining) and the failure to build a multicultural society in Germany (2004, 2010 Angela Merkel) have been adopted by Putin in a creative way through the primacy of Russian culture. The "failure of multiculturalism" is officially declared by a number of political leaders - British²⁶, Spanish²⁷, Italian²⁸, but also EU leaders. There is an aggressive nationalist discourse, a new type of anti-Semitism, new meanings of extreme political righteousness, and the need for European institutional reconceptualization and reconfiguration. In his first two mandates, President Putin is a clear and unequivocal promoter of pride / dignity generated by the new foundations of civic patriotism in the vast process of realigning the identity of the Russian people (*rossiiskii narod*)²⁹. The civic nation, not just over the ethnic element, provides non-Russian cultural and political rights and shares a variety of common values and traditions³⁰. In 2012, Putin underlined "The great mission for the [ethnic] Russian is to unite and cement the polyethnic society around a center of

Meeting with members of the Council for Civil Society and Human Rights and federal and regional human rights commissioners. <http://en.kremlin.ru/events/president/news/47179>

²⁴ Gallup estimates the support of the population for a US president in foreign policy decisions and military actions lasts for about ten weeks. See Mikhail A. Alexseev and Henry E. Hale, "Rallying the Leader More Than the Flag: Changes in Russiannationalist Public Opinion 2013-14," in Pål Kolstø and Helge Blakkisrud, *The New Russian Nationalism. Imperialism, Ethnicity and Authoritarianism 2000-2015*, Edinburgh University Press, (2016), 199.

²⁵ "In the twentieth century various eras were recorded in Russia - monarchy, totalitarianism, perestroika and democracy. Each era had its own ideology. We do not have. "Boris Eltsin in *Nezavisimaia Gazeta* 1996.

²⁶ Prime Minister David Cameron, "the doctrine of state multiculturalism in the UK has encouraged different cultures to bring separate lives away from each other and society as a whole" (Munich Security Conference, February 2011).

²⁷ Prime Minister Jose Maria Aznar, "multiculturalism is a big failure, divides and weakens societies, produces neither tolerance nor integration." Madrid, 2004.

²⁸ Italian Prime Minister Silvio Berlusconi said (2006) "does not want Italy to become a multiethnic and multicultural state, and Italians are proud of their traditions."

²⁹ Helge Blakkisrud, "Blurring the boundary between civic and ethnic: The Kremlin's new approach to national identity under Putin's third term," in Pål Kolstø and Helge Blakkisrud, *The New Russian Nationalism. Imperialism, Ethnicity and Authoritarianism 2000-2015*, Edinburgh University Press, (2016), 249.

³⁰ Sakwa 2008 Putin's Millennium Manifesto.

Russian cultural gravity” through a federal approach to the national question, “no person living in our country should lose faith and ethnicity. However, he must first be a citizen of Russia”³¹, arguing against any manifestations of separatism or nationalism. In 2013, Putin supports the communication entitled "Russia's Diversity in the Modern World", dedicated to the unity and identity of the nation around common goals and responsibilities, underlining the important role of the Russian Orthodox Church, of family values while considering that the excesses of political correctness and multiculturalism are opposed to moral principles and all traditional identities: national, cultural, religious and even sexual. Putin opposes traditional values in a conservative vision of protecting national identity against Western decadence.

In 2014, patriotism becomes the centerpiece of Putin's strategies after the loss of power in Ukraine by Viktor Yanukovich, reversing on the wall of political talks the fate of Crimea, which has long been shaken by the nationalist trend³².

Inclusion of Crimea within the Russian Federation does not trigger the waves of nationalism but increases support for Putin's decisions (September 2014, 87%)³³, as an invincible defender of the Russian nation in front of the "fascist junta" of Ukraine, while strengthening the presidential ownership regime. If Gorbachev supported Russia's accession to the "European Common House" (current culminating with Andrei Kozyrev but ceased in 1996), Putin is a strong supporter of the Eurasian Union (founded by Lev Gumilev between 1960s and 980s and developed by "chameleon" Aleksandr Dugin) promoting peace but also mixing with other religions, ensuring freedom of movement for citizens of the Member States. If in 2000 Putin declared that "Russia is part of Europe's culture and cannot see it isolated from Europe ..." (BBC 2000), as a continuation of Gorbachev's position, the Eurasian option is undoubtedly a more significant geopolitical change. In the same year Putin made a parallel between the need for moral values and the moral code of 1961 (*Moral'nyi kodeks stroitel'ia kommunizma*), concluding the need to strengthen the morality of citizens. Between 1994 and 2004, "patriotic centralism" was promoted as a form of balance between "liberalism" and "communism"³⁴. In 2003 Putin spoke about the creation of a Council for National Ideology (*Sovet po natsional'noi ideologii*) unmaterialized initiative; previously. In 2001 Putin launched a patriotic education program for citizens. In the time period of 2004-2012, Vladislav Surkov (Putin's gray eminence) is conceptually launching sovereignty of democracy defining the status of international relations ("the second Europe") and the nature of the political regime in Russia. In December 2007, Putin declared that Russia had no official ideology or principles, and in the following year, he tried to create a political framework within the presidential party for the "great ideology," simultaneously with the centrist concept of "social conservatism" promoted by Boris Gryzlov. In 2012, the Institute for Social Economic and Political Studies (*Institut sotsial'no- ekonomicheskikh i politicheskikh issledovaniy* – ISEPI) publishes the

³¹ Nezavisimaia gazeta.

³² September 2000 interview with the Indian newspaper, *India Today*: "[Russian] basic values are none other than patriotism, love of one's motherland, love of one's home, one's people, one's cultural values....Everything that makes us a nation, that is the source of our uniqueness, everything that we can be proud of--all this will be the foundation of [the national] idea."

³³ According to the opinion poll Levada Center.

³⁴ See Mărcău Flavius Cristian, „Short analysis of the fall of communist regimes in Central and Eastern Europe 1989 and the domino effect” in *Astra Salvensis*, Anul III, Nr. 5, octomber 2015, 159-164

Commentary on Conservatism (*Tetradī po konservatizmu*)³⁵ aiming at promoting the "tsennosti" values of "traditional" values - the heterosexual family, demographic health, healthy lifestyle, respect for the elderly etc. – many regulated by law. Correlatively, Putin's speeches often include terms such as "morality" (*nравstvennost'*), the adjective form of spirituality (*dukhovnyi*). In the same year, Patriarch Kirill speaks of Putin as "a miracle of the Lord." "Slavic Solidarity", a concept with historical roots, is not agreed by Putin opting for the Byzantine heritage as a functional empire and force against the West, derived from the theological term 'katechon'. In 2013, Putin adopts the rhetoric of morality by promoting "Alternative Europe" dedicated to safeguarding Christian values, stressing "[...] it is impossible to go forward without nationality, culture and national self-determination. [...] We see how many Euro-Atlantic states refuse to assume their roots, including Christian values, the basis of Western civilization³⁶. Beginning with warning Europe that it is losing its identity, the president continues, stating that Russia will no longer accept lessons, adopts the position of a European anti-liberal force attracting sympathizers from the populist right-wing parties and religious movements.

Following the chaotic reforms of the 1990s, Putin imposed an economic gain model (corporate state in international integration) followed by an uncertain evolution after the financial crisis of 2008 (the constitution of a regional bloc of trade - the Eurasian Economic Union) and the Western economic sanctions regime starting in 2014 (return to autarchy and dependence from China)³⁷. Putin conceptually supports BRICS (Brazil, Russia, India, China and South Africa) as a response to US hegemony and as a potential structure generating new international rules.

Maintaining the market economy option and the integration trend in the international economy, Putin takes some autocratic nationalist measures - the arrest of Mikhail Khodorkovskii and the takeover of Yokos by the state (in 2003 following his intention to sell Exxon), the purchase of Sibneft (Roman Abramovich) by Gazprom, the purchase of TNK-BP by Rosneft - the limitation of 25% of the shares held by foreigners in the strategic fields. In 2012, based on elected members of the security forces (*siloviki*), a series of strategic economic objectives strongly obstructed by the wave of Western sanctions generated by the Ukrainian crisis in 2014 are launched. As a reaction to these sanctions, an alternative economic agenda and the initiation of an international payment system correlated with BRICS, Putin pursuing "reducing the dependence of our economy and the financial system on negative external factors"³⁸ adopts the line of anti-Western protectionist policies.

4. ELEMENTS OF RHETORIC AND STYLISTICS IN PUTIN'S SPEECH

Types of rhetorical arguments are related to political and ideological types, definition and analogy (ethical arguments) are compatible with idealism and conservatism (as philosophical perspectives) suited to ideas or examples of past present situations and the development of general principles.

³⁵ Built on the ideas of Nikolai Berdiaev (1874-1948) the promoter "Russian Ideas," Ivan Ilin (1883-1954) theoretician of monarchy and Konstantin Leontev (1831-1891) bizanthologist.

³⁶ Vladimir Putin, *Russia's Diversity for the Modern World*, The Valdai International Discussion Club. <http://en.kremlin.ru/events/president/news/19243>.

³⁷ Peter Rutland, "The place of economics in Russian national identity debates," in Pål Kolstø and Helge Blakkisrud, *The New Russian Nationalism. Imperialism, Ethnicity and Authoritarianism 2000–2015*, Edinburgh University Press, (2016), 336.

³⁸ *Kremlin.ru* 2014.

Although there is a tendency to break the rhetoric of ideology and politics, such a thing is not possible, because it itself denies the Platonic Aristocratic foundations, the rhetoric itself being ideological "rhetoric is in ideology rather than ideology in rhetoric." The rhetoric is an indicator of ideology, though the argumentative styles may be specific to a political stream but abundantly used by a political stream at least differently if not rival. Perhaps this blending most eloquently supports that rhetoric works very well with pedagogy, the professor claiming "a certain reality" even if he does not. In Putin's rhetoric, traditionalist arguments are laid down in an ethical hierarchy (family-society), an avoidance of relatives in an argumentative flow (avoiding the easy political course) based on conservatism in which circumstantialization is occupied by the anti-status quo ruse-controversial neoliberal examples. The similarity and analogy with certain aspects of the Tsarist or Soviet period are punctual, the loan of the religious foundations of patriotism being the most successful with consistent stylistics without contradictions between the terms used. The consequences (as a rhetorical argument) are illustrative when they highlight the emergence and disappearance of the concept of European multiculturalism that was ambiguously antithetical with the role of the Russian factor in the Russian multicultural civilization. Interestingly, the suggestion from the unfinished comparison (the rhetorical argument - consequences) between the "Soviet" reality and the "European federal integration" (rhetorical argument - circumstances) is remarked by the remark that the West uses two standards for the same type of problem - Crimea.

Arguments of consequences and circumstances are fully exploited in the case of the Ukrainian civil war in the face of the negative media offensive towards Vladimir Putin's person with or without arguments, but on an aggressive background of apocalyptic assumptions and scenarios in which Russia is "the guilty party".

Putin promotes social and epistemological rhetorical centrist and center-left sometimes, explicitly criticizing reality tightening economic, political and social arrangements when dealing with internal issues in a conservative fund (suggestive references to Soviet positive aspects) and with "limited liberal explosion". Putin's position on the Ukrainian civil war reveals aspects of balanced, diplomatic, hermetic primordial rhetoric, and taking positions well weighed in advance. We cannot speak of a proactive but rather reactive attitude (limited to the ethnic Russians) with arguments against civil war with pleadings for federal settlement of the situation.

The impact of Western sanctions, military support and external humanitarian aid on regional stability as well as on Russian interests are treated as an "international business" by OSCE involvement of regional powers (Germany and France) but without the direct involvement of superpower number one Minks Agreement (not completed in English).

In 2008, a populist trend develops in Europe and is exploited by Putin against its geostrategic rivals, so in 2013 after attacks against feminism and homosexual movements in a paper he criticizes decadence, lack of spirituality, fetishism of tolerance and diversity in Euro-Atlantic space, as "*Gayropa*." The rhetoric is about relative morality predicting the entrance into a "dark chaos" and falling into a "primitivism," counterbalanced by Western warning "lifting dictators gives rise to anxiety, admiring a strong man from a distance is like an opportunity in which you end up buying authoritarianism"³⁹.

In the opinion of the advocates of neo-liberalism, Putin's rhetorical logic of rhetoric included among the ideologists of global populism, the pivotal argument being the admiration of

³⁹ <https://www.theatlantic.com/magazine/archive/2017/03/its-putins-world/513848/>

some controversial political leaders - Rodrigo Duterte (Philippines), Nigel Farage and (Britain), Pat Buchanan and Donald Trump (USA), Sarkozy and Marine Le Pen (France) - as an exponent of traditional resistance. Steve Bannon Trump's ideologist, though suspecting Putin of kleptocratic tendencies and imperial ambitions, cannot draw attention to the rhetoric of his projects⁴⁰. Putin is considered the "leader of the free world" and "protector of Eastern values", but also a kind of "white knight" against Islam and cosmopolitan elites, and Russia as a "civilization model"⁴¹.

The nostalgic nationalism promoted by several current political leaders - Donald Trump, Xi Jinping (the great Chinese people's rebirth, 2012), Recep Tayyip Erdogan (Glory of the Ottoman Empire), Shinzo Abe (Meiji Restoration of the 19th Century), Narendra Modi (Renaissance Hindu Movement), Theresa May (Brexit - "Global Britain")⁴², Viktor Orban (Great Hungary) - could not ignore Putin suspected of nationalist projects⁴³. Putin does not recognize separatist entities in eastern Ukraine, an option that did not give water to the supporters of Putin's nationalism, preserving his flexibility and balance with anti-Western nationalists and pro-Western liberals⁴⁴.

⁴⁰ "We, the Judeo-Christian West, really have to look at what [Putin's] talking about as far as traditionalism goes," Bannon said. He shared Putin's vision of a world disastrously skidding off the tracks—"a crisis both of our Church, a crisis of our faith, a crisis of the West, a crisis of capitalism."

<https://www.theatlantic.com/magazine/archive/2017/03/its-putins-world/513848/>

⁴¹ *Extremists Turn to a Leader to Protect Western Values: Vladimir Putin*

https://www.nytimes.com/2016/12/03/world/americas/alt-right-vladimir-putin.html?_r=0

⁴² Tim Farron accuses Theresa May of having the same 'aggressive nationalistic' agenda as Donald Trump and Vladimir Putin. 'The politics of Trump. Of Putin. Of Le Pen. Now the politics of Her Majesty's Government. Welcome to the new world order.'

⁴³ Gideon Rachman, Trump, Putin, Xi and the rise of nostalgic nationalism, <https://www.ft.com/content/198efe76-ce8b-11e6-b8ce-b9c03770f8b1>.

⁴⁴ Andrei Tsygankov, *Putin is Not a Nationalist*, June 24, 2014, <https://themoscowtimes.com/articles/putin-is-not-a-nationalist-36704>

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23. **Verkhovsky Alexander**, "Radical nationalists from the start of Medvedev's presidency to the war in Donbas: True till death?" în Pål Kolstø and Helge Blakkisrud, *The New Russian Nationalism. Imperialism, Ethnicity and Authoritarianism 2000–2015*, Edinburgh University Press, (2016), p. 75.
24. *** *Vladimir Putin: Ethnic Russian Nation*, https://www.washingtonpost.com/news/monkey-cage/wp/2014/03/19/vladimir-putin-ethnic-russian-nationalist/?utm_term=.589f78d6c5b1
25. <https://www.theatlantic.com/magazine/archive/2017/03/its-putins-world/513848/>
26. <http://en.kremlin.ru>

THE ROLE OF DEMOCRATIC DEVELOPMENTAL STATE IDEOLOGY FOR NATIONAL INTEGRATION: AN ASSESSMENT FROM THE PERSPECTIVE OF THE 1995 FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA CONSTITUTION

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ABSTRACT

FOLLOWING THE DOWNFALL OF THE ‘DERGUE’ REGIME (1974-1991) IN 1991, MANY PEOPLE THOUGHT THAT ETHIOPIA WOULD BE ‘ANOTHER SOMALIA’ IN THE HORN OF AFRICA. HOWEVER, THE 1995 FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA (FDRE) CONSTITUTION SAVED THE COUNTRY FROM FURTHER DISINTEGRATION FOLLOWING THE CESSATION OF ERITREA FROM ETHIOPIA BY INTRODUCING ETHNIC FEDERALISM. THE CONSTITUTION RECOGNIZES ALL ETHNIC GROUPS ARE EQUAL, AND HAVE FULL RIGHT TO SELF-DETERMINATION UP-TO-CESSATION WITHOUT ANY NEED FOR (BLOODY) WAR. YET, MANY SCHOLARS AND OPPOSITION POLITICIANS HAVE REPEATEDLY CRITICIZED THE CONSTITUTIONAL RIGHT UP-TO-CESSATION AS IF IT FURTHER INSTIGATE REGIONAL STATES AND ETHNIC GROUP CALL FOR INDEPENDENCE. BESIDES, THEY CRITICIZED ETHNIC BASED FEDERALISM MAKES CITIZENS NOT TO IDENTIFY THEMSELVES AS THEY ARE ETHIOPIANS, RATHER AS THEY BELONG TO A CERTAIN ETHNIC GROUP. NONETHELESS, THE RULING ETHIOPIA PEOPLE’S REVOLUTIONARY DEMOCRATIC FRONT (EPRDF) CLAIMS THAT IT IS NOT ETHNIC FEDERALISM RATHER POVERTY WOULD THREATEN THE COUNTRY’S EXISTENCE. AFTER ADOPTING A NUMBER OF DEVELOPMENT POLICIES AND PROGRAMS FROM THE WEST, THE GOVERNMENT FINALLY REALIZED THAT THESE STRATEGIES DIDN’T HELP THE COUNTRY REDUCE POVERTY. AS A RESULT, THE GOVERNMENT ADOPTED ‘DEVELOPMENTAL STATE’ IDEOLOGY FROM ASIAN TIGERS. THUS, THIS DESK STUDY AIMS TO ASSESS THE RATIONALE, SUCCESSES FOLLOWING THE ADOPTION THE NEW IDEOLOGY AND ROLE OF DEMOCRATIC DEVELOPMENTAL STATE IDEOLOGY FOR NATIONAL INTEGRATION FROM THE PERSPECTIVE OF THE 1995 FDRE CONSTITUTION.

KEYWORDS: ANOTHER SOMALIA; CESSATION; DEMOCRATIC DEVELOPMENTAL STATE; NATIONAL INTEGRATION; POVERTY.

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INTRODUCTION: INTRODUCING ETHIOPIA- A FLEETING LOOK

The official name of Ethiopia is Federal Democratic Republic of Ethiopia, and Amharic is the official working language of the federal government as Art 1 and Art 5(2) of the 1995 Federal Democratic Republic of Ethiopia constitution stated. Geographically, it (Ethiopia) is located in the Horn of Africa at the longitude of 33-48 degree east and latitude of between 3 and 15 degree north. As the Marine Corps Intelligence Activity (nd), indicated Ethiopia's total size is about 1,127,127 square kilometers (435,186 square miles). Besides, Ethiopia is one of the few land locked countries in Africa bordered with countries: Djibouti and Somalia in the east, the Sudan and south Sudan in the west, Eritrea from the north, and Kenya from the south.



Figure 1. Map showing where Ethiopia is located

The country is rich with diversity of landscapes from mountains to deep gorges, from flat-topped plateaus to river valleys. The highest peak is mountain Ras Dashen found in Amhara regional state at an altitude of 4,620 m above sea level, and the lowest is Kobar Sink located in Afar Regional State at an altitude of 120 m below sea level. The country is also called as the “water tower of eastern Africa” where it is home of nine major rivers like the Blue Nile, Omo, Tekeze, Wabi Shebelle, Awash, 19 lakes like lake Tana³. And, according to Wilson & Reeder⁴, the

³ MEDIC, “Survey of the Ethiopian Economy: Review of Post Reform Developments 1992/3-1997/8,” (Ministry of Economic Development and Cooperation, Addis Ababa, 1999).

⁴ Wilson, D.E. & Reeder, D.M. (Eds.), *Mammal Species of the World: A Taxonomic and Geographic Reference. (Third Edition)*. (The Johns Hopkins University Press, Baltimore, 2005).

country is also the home to nineteen (19) endemic mammals found exclusively in Ethiopia like Walia Ixobrychus (*Capra walie*), Glada Baboon (*Theropithecus gelada*), Mountain Nyala (*Tragelaphus buxtoni*), Ethiopian Wolf (*Canis simensis*) etc.

Besides, Ethiopia hosts twenty eight (28) endemic amphibian species like Malcolm's Ethiopia Toad (*Altiphrynoides malcolmi*), Ethiopian Snout-burrower (*Hemisus microscaphus*), Shoa Forest Tree Frog (*Leptopelis ragazzii*) etc⁵. Furthermore, Ethiopia is also to nineteen (19) endemic birds, as Dickinson⁶, noted like: Harwood's Francolin (*Francolinus harwoodi*), Wattled Ibis (*Bostrychia carunculata*), Spot-breasted Lapwing (*Vanellus melanocephalus*), Yellow-fronted Parrot (*Poicephalus flavifrons*) etc.

Based on the projection from the United Nations (2016), Ethiopia's total population is about 102,803,038 out of which 19.4% (20,202,815) is expected living in urban areas. Ethiopia is the second most populous country in sub-Saharan Africa next to Nigeria⁷. Agriculture is the backbone of the economy and main source of employment. In 2011, agricultural sector accounts 46% of the country's GDP, 70% of foreign exchange earnings and more than 80% of total employment (Ibid). Despite the country ranks the first in terms of number of cattle in Africa, and is suitable for agriculture, millions of people are yet suffering from drought and shortage of food due to low productivity, rain-dependent agriculture, and high vulnerability to climate change⁸.

Ethiopia is the home of multitude of ethnicities of more than 85 ethnic groups and languages with more than 200 dialectics where Oromo and Amhara ethnic groups are the largest in number. They account 33% and 29% of the country's total population respectively⁹. The Somali, Tigrins, Afars, Sidama, Guraghes and Wolayta are also significant numbers. Based on ethnicity and geography, the country is divided in to nine regional states and two self-administrated cities¹⁰. Furthermore, Ethiopia is known for the tolerance among millions with different faiths that has been there for centuries. Statistically, 43.5% and 33.9% of Ethiopians are Orthodox Christians and Muslims respectively while Protestants and catholic Christians are about 18.6% and 0.7% of the country total population respectively, and the remaining 3.3% are thought be followers of traditional religion and others¹¹.

Ethiopia is also "the origin of mankind." Archeologists have discovered a number of human fossils in Ethiopia like *Australopithecus Afarensis* commonly known as "Lucy" with about 3.2 million years old discovered in Afar regional state in 1974¹². The country is also rich in historical and natural tourist attraction sites. And, some of these sites are registered by the United Nations Education Science and Culture Organization (UNESCO) as world heritage sites: Lalibelle rock-

⁵ Frost, D.R. "Amphibian Species of the World: an Online Reference. 3.0" (American Museum of Natural History, New York, USA, 22 August 2004).

⁶ Dickinson, E.C. *The Howard and Moore Complete Checklist of the Birds of the World* (3rd ed.). (Princeton University Press, Princeton, 2003).

⁷ Breuil, Christophe and Grima, Damien. (2014). "Baseline Report Ethiopia. Smart Fish Programme of the Indian Ocean Commission," (Fisheries Management FAO component, Ebene, Mauritius, 2014:24).

⁸ OECD et al., "Ethiopia", in *African Economic Outlook 2013: Structural Transformation and Natural Resources*. (OECD Publishing, 2013).

⁹ Karbo, Tony., "Religion and social cohesion in Ethiopia." *International Journal of Peace and Development Studies* (2013), Vol. 4(3), pp. 43-52.

¹⁰ FDRE. "Constitution of the Federal Democratic Republic of Ethiopia Proclamation No. 1/1995."

¹¹ Karbo., *Religion and social cohesion in Ethiopia...*

¹² William H. Kimbel and Lucas K. Delezenne (2009). "Lucy" Redux: A Review of Research on *Australopithecus afarensis*. *Yearbook of Physical Anthropology* 52:2-48.

hewn churches, Harar Jugol, Tiya carved stelae, Axum Monolithic Obelisks, Semien Mountains national park, Lower Valley of the Omo, Lower Valley of the Awash, Fasil Ghebbi, and Konso Cultural Landscape¹³.

Currently, the country is ruled by the Ethiopia People's Revolutionary Democratic Front (EPRDF), a coalition of four ethnic based political parties: Tigray People's Liberation Front (TPLF), Oromo People's Democratic Organization (OPDO), Southern Ethiopia People's Democratic Movement (SEPDM) and Amhara People's Democratic Movement (APDM), assuming political power for more than two decades following the down fall of the Dergue regime in May 1991.

Ethiopia's capital, Addis Ababa, is used to be called as "the capital city of Africa" for hosting African Union Head Office on its soil. These days, Ethiopia becomes known for its huge infrastructural projects that began to re-write its history of poverty and civil war like Ethio-Djibouti rail way project, Gilgil Gibe Hydroelectric projects, Grand renaissance hydroelectric project, Addis Ababa light electric rail way project etc.

A SHORT HISTORY OF ETHIOPIA: MAKING THE STATE OF ETHIOPIA

Ethiopia as a state has gone through a number of historical, political, economic and cultural transitions from the so called pre-Axumite era to have its current form¹⁴. Until the 19th C when Emperor Menilik II completed the project of creating a single Ethiopian state that have its current shape, Ethiopia was divided among various dynasties, kingdoms and local princes/kings¹⁵. The glorious civilization in Ethiopia's history of civilization was the Axumite Empire (100 AD to 940 AD) ranked the third in the world after Byzantine and Persian empires as the most powerful empire¹⁶. However, Ethiopia's political power transitions are characterized as not smooth. While the Axumite civilization falls, power was transferred to the Agaw people, and established a dynasty called "Zagwe" that remain in power until 1270 AD¹⁷. However, since the Zagwes are Cushitic do not belong to the sematic Solomonic blood of Israel unlike the Axumites. Thus, the Zagwes were considered as illegitimate to rule¹⁸.

By the late 13th century, a successful movement lead by king Yekunoamlak called "restoration of Solomonic dynasty" was made in 1270 AD to retake the power from the illegitimate Zagwes, and handover to the legitimate to rule Abyssinia who belong to king Solomon of Israel through Menelik I, son of queen Sheba of Ethiopia and King Solomon of Israel, in blood lines¹⁹. The medieval Ethiopia rulers were known for their mobile capitals in establishing their own political and military centers²⁰. Later on the 17th century political power was moved to Gondar,

¹³ UNESCO, "Ethiopia-UNESCO World Heritage Centre," (2017). Available on: <http://whc.unesco.org/en/statesparties/et>, accessed on 24/09/2017.

¹⁴ Karbo., *Religion and social cohesion in Ethiopia...*

¹⁵ Pankhurst, Richard., *Economic History of Ethiopia (1800-1935)*. (Addis Ababa: Hailesselasie University Press, 1968).

¹⁶ Pankhurst, *Economic History of Ethiopia (1800-1935)...*

¹⁷ Zewde, Bahiru. *A History of Modern Ethiopia (1855-1991)*, (2nd ed.) (Oxford: James Currey; Athens: Ohio University Press; Addis Ababa: Addis Ababa University Press, 2002). Xviii + 300 pp. ISBN 0821414402 12.95.

¹⁸ Zewde, *A History of Modern Ethiopia (1855-1991)...*; Pankhurst, *Economic History of Ethiopia (1800-1935)...*

¹⁹ Bruce, J. *Travels to Discover the Sources of the Nile in the years 1768-1773*. (Edinburgh, Printed by J. Ruthven, for G. G. J. and J. Robinson, London, 1790).

²⁰ Zewde, *A History of Modern Ethiopia (1855-1991)...*

and Gondar was the capital and architectural, economic, military and political center for about two centuries from the early 17th century to the beginning of 19th century²¹. In the decline of Gondarian rule, the dynasty become fragmented and weak followed by a period called “Zemene Masafint”- rule of the kings. There was no a single king of kings. The Abyssinian state was divided among local rulers.

It was at that time Ras Kassa Hailu (1818 AD-1868 AD), later called “Emperor Tewodros II” remain in power from 1855 AD to 1868 AD, credited for beginning the project of creating a unified Ethiopian empire²². But, he died at the battle of Mekedella in 1868 while fighting British troops without completing his mission of creating a unified Ethiopia, and succeeded by Kassa Mircha (1837 AD- 1889 AD) of Tigray latter called “Emperor Yohannis IV” assumed power from 1871 AD until his death while fighting the Derbush forces in Gondar region, and succeeded by a new emperor from Showa called emperor Menelik II (1844 AD-1913 AD). Unlike other Abyssinian kings, Menelik II was successful in creating the Ethiopian empire, and Ethiopia took the shape what it has now²³. Menelik II was glorious and credited not only for his successful job of unifying Ethiopia, but also he was so popular outside Ethiopia for defeating Italian forces on the battle of Adwa in 1896 AD²⁴. As a result of which Ethiopia is one the two African countries (i.e. Liberia) that are not colonized. In the post Menelik II period, Ethiopia was ruled by Lij Iyasu for three years from 1913-1916 AD, by Emress Zewditu (1916-30), and Haileselesie I ruled Ethiopia from 1934-1974 AD who is the last emperor of the Solomnic dynasty overthrown by the military junta called Dergue in 1974. Degue remain in power until 1991 AD²⁵.

Emperor Haileselesie I is credited among Ethiopians for establishing Organization of African Unity (OAU) hosted in Addis Ababa and merging Eritrea to become part of Ethiopia through federation in 1952²⁶ which later declared independence after bloody 30 year of armed struggle from Ethiopia in 1991 following the down fall of the military rule. After the military rule was over, the transitional government of Ethiopia, coalition of various opposition political parties including Ethiopia People’s Revolutionary Front (EPRDF), Oromo Liberation Front (OLF) which is later outlawed as terrorist group after it go back an armed struggle leaving the coalition and others, took the mandate to rule the country for 4 years up to 1995 where the Federal Democratic Republic of Ethiopia constitution formulated and general national election was held and EPRDF won the election²⁷. As of 1995, the EPRDF is ruling the country winning five general national elections.

According to Art (47) of the FDRE constitution as of 21st day of August 1995., Ethiopia is divided in to nine member states: The State of Tigray, The State of Afar, The State of Amhara,

²¹ Pankhurst, *Economic History of Ethiopia (1800-1935)*...

²² Araia, Ghelawdewos. *The Great Unifier: Emperor Tewodros II of Ethiopia*. (Institute of Development and Education for Africa (IDEA), Inc, 2006), 1-8.

²³ Zewde, *A History of Modern Ethiopia (1855-1991)*...

²⁴ Raymond A. Jonas, *The Battle of Adwa: African Victory in the Age of Empire*. (Cambridge: Harvard Univ. Press, 2011. Harvard Univ. Press, 2012), Pp. x, 413. Pp. x, 413. Pp. x, 413. ISBN 978-0-674-05274-1.

²⁵ Henze, Paul B., *The Rise of Haile Selassie: Time of Troubles, Regent, Emperor, Exile" and "Ethiopia in the Modern World: Haile Selassie from Triumph to Tragedy, Layers of Time: A History of Ethiopia* (New York: Palgrave, 2000). ISBN 0-312-22719-1.

²⁶ Haile, Semere., "The Origins and Demise of the Ethiopia-Eritrea Federation". Issue. Issue." *A Journal of Opinion* (1987), Vol. 15. 15: 9.

²⁷ Praeg, Bertus., *Ethiopia and Political Renaissance in Africa*. (New York: Nova Science, 2006). p. 94. ISBN 1-59454-869-2.

The State of Oromia, The State of Somalia, The State of Benshangul-Gumuz, The State of the Southern Nations, Nationalities and Peoples, The State of the Gambela Peoples, The State of the Harari People and two self-administered federal cities namely, Addis Ababa and Dire Dawa, where Addis Ababa is the capital city of the country and the seat of the federal government²⁸.



Figure 2. Political map of Ethiopia after 1995

AN OVERVIEW OF ETHIOPIA’S ETHNIC FEDERALISM AND ITS DISCONTENTS: CONSTITUTIONAL ANALYSIS

As the 1995 FDRE constitution Art 46(1) clearly stipulates, Ethiopia is a federal state comprises of regional governments. The nine regional states are mainly formed based on ethnicity besides geography. Though many politicians and scholars credits the 1995 FDRE constitution for acknowledging Ethiopia as the home of multicultural, multi-linguistic, multi-ethnic state with equal rights (Art 47(4)). Besides, the same constitution empowers Ethiopia’s people as the source of all powers, and are all sovereign (Art 8 (1)). The constitution also give all ethnic groups full inviolable right to establish their own state government and administer themselves at any time (Art 47 (2)). However, some people used to criticize Ethiopia’s ethnic based federalism as it would reduce citizens to the extent that they would not identify themselves not as Ethiopians, but as they belong to a certain ethnic group²⁹. Thus, this might result in reducing national consensus, and

²⁸ FDRE. “Constitution of the Federal Democratic Republic of Ethiopia Proclamation No. 1/1995.”

²⁹ Daba, B., & Mulu, F. “Incorporating “Democratic Developmental State Ideology” into Ethiopia’s Ethnic Federalism – A Contradiction? *Üniversitepark Bülten* (2017), 6(1), 109-117.

sense of belonging to one country. And, this would further affect the country's Democratic Developmental State Ideology since this ideology needs popular mobilization to one common and utmost goal i.e. economic growth³⁰. Besides, according to Africa Report N°153 of 2009, the unlimited constitutional right to self-determination would further encourage nation, nationalities and ethnic groups to make themselves busy of not be or live with other ethnic groups under the same single administration of any level or form.

Above all, the constitution goes to the extent that "Every Nation, Nationality and People in Ethiopia has an unconditional right to self-determination, including the right to secession" (Art 39(1)). This is the way out while there is dissatisfaction among member states and nations to separate or solve their differences/problems without the need for any bloodshed. For some scholars and opposition political parties, though it is appreciable to include a peaceful way of separation one ethnic group of regional state without any war, the term "up to cessation" is dangerous (Ibid). Even, a number of opposition political parties were repeatedly were calling for the removal this sub-article as it threatens the country's further existence though the ruling EPRDF party rejects the claim³¹.

Art 61 of the FDRE constitution stated that members of the house of Federation are representatives of Ethiopia's Nations, Nationalities and Peoples. But, the problem here is not who is representing whom, but the power to interpret the constitution (Art 62(1)). A political body is to do judicial work to interpret the constitution. This section the constitution limits and violets the judicial power to interpret laws stated under Art 79 of the same constitution.

ETHIOPIA'S ADOPTION OF DEMOCRATIC DEVELOPMENTAL STATE IDEOLOGY: RATIONALE, TRIUMPHS AND ROLE FOR NATIONAL INTEGRATION

The ruling EPRDF under the leadership of the strong man former president under the transitional government and later prime minister of the Federal Democratic republic of Ethiopia, Meles Zenawi, in the late 2000s Ethiopia has made a U-turn for adopting a developmental state from Asian Tigers ignoring neoliberal ideology that was there in the country for more than a decade. The late prime minister used to say "neoliberalism is dead! It is finished!"³², in various occasions to meant neoliberals' policies and programs have failed to help less developing countries of the third world countries of the global south reduce the level of poverty. Rather, the gap between the developed and poor countries is ever increasing, and makes developing countries just suppliers of raw materials to the western manufacturing sectors³³.

In principle, in Developmental state, there are two actors in the market: the government and the private sector³⁴, with their own respective role to play. The notion of developmental state notes that if there is only one player in the market either the government (i.e. socialism) or the private

³⁰ Daba, & Mulu, *Incorporating "Democratic Developmental State Ideology...*

³¹ Vaughan, Sarah., "Ethnicity and Power in Ethiopia." PhD Dissertation (unpublished), The University of Edinburgh (2003).

³² Daba, & Mulu, *Incorporating "Democratic Developmental State Ideology...*

³³ Zenawi, M., "State and markets: neoliberal limitations and the case for a developmental state," In Noman, A., Botchwey, K., Stein, H., & Stiglitz, J. (Eds.), *Good growth and governance in Africa: rethinking development strategies*. (New York: Oxford University Press, 2012), 140-169.

³⁴ Daba, & Mulu, *Incorporating "Democratic Developmental State Ideology...*

sector (i.e. capitalism or liberalism), there would be a market gap³⁵. But, this does not mean that the government shall intervene in each and every aspect of the market affairs. Rather, in some selected areas where there is a gap that is not or wouldn't filled by the private sector that the government make intervention³⁶. In this case, the government is not passive and "a night watchman," rather active and make active intervention in the market if necessary.

The main goal of developmental state is to realize fastest economic growth³⁷. Ethiopia has experiencing a remarkable fastest growing economic growth an average of 9.9% per annum in the last decade following its adoption and execution of developmental state in its own context (i.e. democracy from the west and developmental state from the east = democratic developmental state to Ethiopia's political and economic context). Poverty level per head count decreases from 41.9 in 2005 to 29.6 percent in 2011, and an increase in Human Development Index (HDI) by 16% from 2005 to 2011 (Ibid). All these are good indicators of Ethiopia's remarkable development following the adoption of developmental state ideology. The government has been repeatedly saying it is poverty nor art 39(1) of the constitution of ethnic federal the threat to the country's existence. Thus, as it is shown above level of poverty is declining in Ethiopia, and thus, it means in other ways, the threat for national existence is decreasing.

Developmental state ideology is also yielding other positive economic results in the country, Ethiopia. Global risk insights (2010), notes that Ethiopia is reviving to former glory of one of the most powerful ancient civilizations during the Axumites, and began to re-write its history of civil war and poverty. Ethiopia ranks the first in east African region by attracting Foreign Direct Investment (FDI). The government is aggressively investing in social infrastructures and public goods like water supply, public universities, hospitals, roads, hydroelectric power projects, and industrial parks that attract domestic and Foreign Direct Investments throughout the country where millions of Ethiopians are benefiting from. But, these does not mean that everything is smooth in Ethiopia. The country is not full of autonomous, non-corrupt elite technocrats³⁸. Furthermore, the adoption of developmental state ideology threatens regional states autonomy and violets the federal structure as such ideology to meet its economic objectives needs a top to down flow of rules and orders from the center to be executed by each respective bodies at the lower level³⁹. Moreover, the Ethiopia government is criticized for its bad human right record due to the nature of developmental state that it mainly focuses on economic goal prior to all goals⁴⁰. Above all, some used to question the adjective "democratic" while Ethiopia governments calling itself as "democratic developmental state" for governments of such nature used to assume political power for a long

³⁵ Daba, & Mulu, *Incorporating "Democratic Developmental State Ideology...*

³⁶ Yesigat, Z., "Subnational Fiscal Autonomy in a Developmental State: The Case of Ethiopia." *Beijing Law Review* (2006), 7(1), 42-50.

³⁷ Desta, Asayehgn. "The Continuing Saga of Globalism: Comparing Ethiopia's Developmental State Strategies to those of Malaysia" Collected Faculty Scholarship (2012). Paper 15. <http://scholar.dominican.edu/all-faculty/15>; DOI: <http://dx.doi.org/10.6007/IJARBSS/v3-i8/123>

³⁸ Desta, *The Continuing Saga of Globalism...*

³⁹ Daba, & Mulu, *Incorporating "Democratic Developmental State Ideology...*

⁴⁰ Alemayehu, T. "The Ethiopian developmental state: requirements and perquisites," *Journal of Business & Economics Research* (2009), 7(8), 11-18.

period of time, thus oppressing opposition factions, and serves as a means to strengthen the power of authoritarians⁴¹.

Furthermore, some used to criticize developmental states as the governments in the name of economic development, investment and industrialization force local peoples to displace from their land, and this would further creates grievances from the side of the victims on the government⁴². And, in which this would further threatens the country's existence. Despite all these criticisms, Ethiopia is one the fastest growing economies in the world. The headline of Ethiopia are changing. Poverty is declining. An important point has to mention here is that the notion of "democracy" in a developmental state how it is understood by the Ethiopian government. As the late Prime Minister Meles Zenawi asserted that "[democracy in a developmental state], and in Ethiopia's context is the inviolable constitutional right of nation, nationalities and people of Ethiopia" in an interview with state media EBC in 2010. In other words, Ethiopia's nation, nationalities have full constitutional right to self-determination, and are equal unless the country's existence would be jeopardized otherwise. Generally, we can understand that the two greatest threats to Ethiopia's existence to sustain as a country are: poverty and any form of oppression or violence against any ethnic group(s). The latter is already solved by the 1995 FDRE constitution. And, the first one is already declining with the adoption of developmental state though it would take a long time. The threats are on the way to be solved. Therefore, we can say Ethiopia is on the right path. But, to continue the existing successes, the country is expected to do a lot. Among others: equipping the state from the top to the low with elite effective and efficient technocrats, 'truly' fight corruption at every level of the state, freedom of speech and press, encouraging opposition political parties to play their role in building national consensus, allow None Governmental Organizations (NGOs) work freely in the state etc⁴³.

CONCLUSION

After forcefully adopting neo-liberalists development programs for more than a decade that results no improvements of economic wellbeing of Ethiopians, the government made a radical move to the east in the 2000s. Ethiopia's new economic and political ideology is something peculiar from that of East Asian mostly known as "Asian Tigers" for incorporating some democratic elements unlike the Asian Tigers⁴⁴. As the late Prime Minister, also credited by the ruling EPRDF as the architect of Ethiopia's renaissance, Meles Zenawi noted that democracy is unquestionably the founding block of the country where its existence is relying on⁴⁵. This is to mean that, though the utmost aim of a developmental state is to achieve a fastest possible economic growth, the achieved growth will not sustain in the absence of democratic rule⁴⁶. That's why Meles

⁴¹ Daba, & Mulu, *Incorporating "Democratic Developmental State Ideology..."*; Matfess, H., "Rwanda and Ethiopia: Developmental Authoritarianism and the New Politics of African Strong Men." *African Studies Review* (2015), 58(2), 181-204.

⁴² Emmenegger, Rony. "Decentralization and the local developmental state: peasant mobilization in Oromiya, Ethiopia." *Africa: The Journal of the International African Institute* (2006), Volume 86, Number 2, pp. 263-287.

⁴³ Daba, & Mulu, *Incorporating "Democratic Developmental State Ideology..."*; Alemayehu, *The Ethiopian developmental state: requirements and perquisites...*

⁴⁴ Daba, & Mulu, *Incorporating "Democratic Developmental State Ideology..."*

⁴⁵ Daba, & Mulu, *Incorporating "Democratic Developmental State Ideology..."*

⁴⁶ Gebremaraim, F. Mulu, "Good governance nexus economic development: examining western rhetoric in reference to Easter realities." *International Research Journal of Social Science* (2017), Volume 6(4), 34-37.

Zenawi, in an interview with the state sponsored Ethiopia Broadcasting Corporation (EBC), in 2010 asserted that:

“Democracy is the means, but not the only means, to realize the country’s [Ethiopia] existence sustainably and unquestionably. Unequivocally, realizing sustainable economic growth that benefits its citizens is equally necessary to realize the country’s [Ethiopia] existence. [But, realizing democracy is more crucial than and prior to economic growth]. Without realizing equality between and among Ethiopia’s ethnic groups, languages and religions, it is impossible to mobilize the people to fight poverty. They would rather begin killing each other. The same is true with regard to other rights to equality. Ethiopia is the home to various ethnic groups, languages and religions. In the absence of equality of ethnic groups, languages and religions, it is hard to live in peace and sustain the country’s existence. Democracy in Ethiopia’s context is the issue of existence, not a matter of choice. In the aftermath of the Dergue regime, there were 17 ethnic based armed groups out of majority of the groups cessation from Ethiopia was their main agenda. Still after 18 years such issues are promoted in Ethiopia by various armed groups, scholars and individuals. Thus, the agenda of democracy is too crucial where Ethiopia’s existence or fate of survival relies on.” (Meles Zenawi’s word, 2010, translated by the researcher).

Ethiopia has achieved a remarkable economic growth in the last decade. Millions of Ethiopians are benefiting the fruits of the country growth. Income gap between the rich and the poor is decreasing, and income per capita of citizens is increasing. In 2016, GDP per capita of Ethiopia was 511 US Dollars which was around 163 US Dollars some 24 years ago in 1992 (accessed from URL: <https://tradingeconomics.com/ethiopia/gdp-per-capita>, retrieved on 25/09/2017). Even, while Ethiopia faces the worst drought in a millennia in 2015/16, and tens of millions of people were facing extreme hunger, the government supports and feed them with the help of stakeholders that the drought results no death of humans. Above all, the country is building environmentally resilient green economy⁴⁷. Furthermore, Ethiopia has become attractive to foreign investors due to a number of favorable treatments and supports made by the government especially those who invest on manufacturing, textiles including tax holidays, lease free lands, supplying cheap labor, constructing industrial parks, constructing social goods like roads, electricity, and water etc⁴⁸.

The government is aggressively investing in various social infrastructure and in manufacturing sector that would employ millions of its citizens, and transform the economy from

⁴⁷ Federal Democratic Republic of Ethiopia. “Ethiopia’s Climate-Resilient Green Economy: Green economy strategy” (2011). Available on: www.undp.org/content/dam/ethiopia/docs/Ethiopia%20CRGE.pdf, accessed on 25/09/2017.

⁴⁸ COLOFON. “Business Opportunity Report Ethiopia: Textile & Apparel Industry” (2015). Available on: https://www.rvo.nl/sites/default/files/2015/11/Rapport_Textile_Ethiopi%C3%AB.pdf, accessed on 30/09/2017.

agricultural lead to industrial led one, and by the year 2023-25 the government aims to make the country among the middle countries. Thus, the major threat for the country's existence is not ethnic federalism, not Art 39(1) of the FDRE constitution either. Rather, it is poverty. But, as various figures show level of poverty is declining in the country. The wellbeing of citizens is improving specially following the adoption of the new political economy-"Democratic Developmental State Ideology." Thus, it is sound to conclude that Ethiopia is saved from being disintegrated with the wise policy of the ruling party, EPRDF, and his "golden son," Meles Zenawi.

DECLARATION OF CONFLICT OF INTERESTS

The authors declare no conflict of interest of any form regarding this work, and is, thus, their (own) original work done together. Besides, all sources and materials used for sake of this article have been duly acknowledged.

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SECTARIAN POLICIES IN IRAQ, THE MAIN CAUSE OF THE ISLAMIC STATE'S RISE

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ABSTRACT

THE YEAR 2014 MEANT A PARADIGM CHANGE WITH REGARD TO GLOBAL JIHADIST TERRORISM. A NEW TERRORIST-ISLAMIC ENTITY OVERRANKED THE REFERENCE ORGANIZATION IN THE FIELD UP TO THAT TIME, NAMELY AL-QAEDA, AND CHANGED THE POLITICAL DYNAMICS IN A REGION ALREADY FULL OF HISTORICAL TENSIONS AND DEEP CONFLICTS. IT WAS THE ISLAMIC STATE TERRORIST ORGANIZATION WHICH SUCCESSFULLY MADE THE TRANSITION FROM A CLANDESTINE TERRORIST ENTITY OR CELL TO THE DE FACTO TERRITORIALISATION OF POWER BY TAKING OVER LARGE TERRITORIES IN IRAQ AND SYRIA, IN THE SUMMER OF 2014. THE INITIAL MILITARY SUCCESSES OF THE ISLAMIC STATE AGAINST THE IRAKI SECURITY FORCES WERE FAST. IRAQ REPRESENTED THE BET AND THE FIEF OF THE ISLAMIC STATUS. NEVERTHELESS, THE IRAKI ARMY HAD BEEN TRAINED AND FINANCED BY THE AMERICAN ARMY SINCE 2003. THEN, HOW WAS IT POSSIBLE FOR AN ENTIRE SECURITY ARCHITECTURE TO BE TAKEN DOWN BY TERRORIST GUERRILLAS CLEARLY DISFAVOURLED STRATEGICALLY? THIS IS THE QUESTION WHOSE ANSWER WE ARE SEARCHING FOR AND THERE WILL BE AN ANALYSIS OF THE FACT THAT THE ISLAMIC STATE'S VICTORIES WERE NOT ONLY MILITARY, BUT THE INITIAL AND IMPORTANT ONES WERE RELATED TO THE SOCIETY.

KEY WORDS: TERRITORIALISATION, EXPLOIT OF SUNNI ALIENATION FEELING, CONFESSIONALISM, APARTHEID REGIME, BAGHDAD – A CAPITAL ONLY FOR SHIA'S.

INTRODUCTION

The research hypothesis here has been supported by the adoption of a confirmatory strategy; because one is wondering how much contribution has the Islamic State elite's prior knowledge of the internal vulnerabilities of the Iraqi society had for the repeated military success. Thus, the research does not start with the idea that they might have been exploited in their initial

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phase in the psychological manner of the feelings of segregation and alienation of the Iraqi Sunni community, policies that have intervened after 2003, but it is speculated that such feelings or tensions were well-known to caliphate decision makers and their analysis and fruition were the foundation underlying military success. Which were those exploitable tensions and vulnerabilities specifically, and why did their survey and knowledge give an organization that was employing guerrilla tactics in the first phase and was working on the militia-related logic, a strategic advantage that was translated into a military plan by defeating the Iraqi security body in two cities of strategic importance: Fallujah and Mosul, as well as in most of the Sunni area of Iraq (the central-Western area, mainly the province of Anbar)?

When talking about the tensions within the Iraqi society and how they favoured the success of and fuelled the force of the Islamic State, it is imperative that the historical knowledge of these tensions should be known, which implies a foray into the recent history of Iraq, at least. If until 2003, the power in Baghdad was exercised by the Sunni component of the country in a discretionary way (Saddam Hussein and his close circle members were Sunni from the Al-Takriti tribe), the United States' defeat of the regime in 2003 placed power on the Shiite side, the major Islamic confessional component of the country. The overthrow was followed by the revanchism of the new elites over the former privileged Sunnis, and the governance and power policies were reserved for the Shiite elite and its clients through a twisted patronage system where ministries are influence fragments reserved to a particular part of a community, a client of political leaders. In order to understand this phenomenon, the recent work of Hassan Hassan and Michael Weiss, *ISIS - the Jihad Army*, and the work of Patrick Cockburn, *The Rise of the Islamic State - ISIS and the New Sunni Revolution*, have been indispensable. Along with these works, another author who precisely captures the clientele system in Iraq between 2006 and 2014 is Jean Pierre-Luizard in his work: *Daesh Trap*.

One will see that the Iraqi army trained and financed by the United States crashed before the Jihadi militants in four days, in the second most important city in Iraq, Mosul. Mosul was chosen as a case study herein for several reasons: a) it was here that the entire Iraqi social, political, military architecture showed its fanatical vulnerabilities. Fragility emerged as a strategic vulnerability by undermining the national capacity of exerting one of its core functions; the exercise of sovereignty within its borders. b) it is the moment the classic paradigm of a terrorist organization changed in the mentality of the international environment. A radical, fundamentalist, religious entity claimed, assumed and declared its status of state, that is, the depositary of the management mechanisms of a certain territory, based on the sovereignty conferred by the divine right in this case.

1. SECTARIAN POLICIES IN IRAQ AFTER 2003

In the summer of 2014, within one hundred days, the Islamic State of Iraq and the Levant (or the Islamic State) transformed the political dynamics in the Middle East. The Jihadi militants mingled religious fanaticism and military expertise to get rich and unexpected victories against the Iraqi, Syrian, or Kurdish armed forces. The basic idea in those early victory stages was the domination of the Sunni opposition in the governments of Iraq and Syria; as it expanded from the Iraqi borders with Iran, into Iraqi Kurdistan, up to the peripheral areas of Aleppo. The ambition to form a state proclaimed by what was just a small Jihadi Salafist group took by surprise all local and international actors. The incredible territorial expansion achieved in record time and the war

declared on the countries in the region and to the "faithless" powers quickly gave the "ISIS" phenomenon a global dimension.³

Iraq and Syria are disintegrating themselves from within because the various constituent communities: the Shiites, Sunnis, Kurds, Alawists and Christians are fighting for their own survival against the Islamic State, and some against one another. Thus, the same thing happened in the two countries: country decomposition and territory dismantling on confessional and communitarian grounds. The Islamic State knew how to exploit the structural differences underlying the disintegration process; because if in Iraq the Islamic State militants conquered the majority of Sunni Arabs, the Sunni community in Syria remained and is still divided among several loyalties such as the opposition, independent militias or Salafist groups hostile to the Islamic State and in a territorial and economic competition with it⁴.

Due to the fact that the Islamic State first operated in Iraq and that the first major conquests, Fallujah and Mosul, were there, there will firstly be an analysis of the historical conditions in Iraq which made the victories of the Islamic State in the summer of 2014 possible. The Islamic State gained so much influence and acquired such a military and financial force because it knew how to maximize its profits as a result of two interconnected events which are the two great reasons that allowed the Islamic State to reach its peak form between 2014-2015. This refers to the 2011 Sunni revolt in Syria, as an episode of the Arab Spring, and the alienation of the Sunni Iraqis by a Shiite exclusive government in Bagdad⁵.

1.1 EFFECTS OF THE ARAB SPRING IN IRAQ

The protests launched by the Sunni Iraqis in December 2012, inspired by the Arab Spring and perceived by the Arab Iraqis as the possibility of putting an end to endemic corruption and political exclusivity in their country, were peaceful at first. They were intimidating to the government because they brought together tens of thousands of people whose claims meant political suicide to the regime. The lack of concessions from Prime Minister Nouri al-Maliki combined with a forceful feedback from public order bodies resulting in victims among the protesters turned the peaceful manifestations into armed resistance. It was not the fault of one person, but the fault of the system in which Maliki operated and led for quite some time.⁶ The sectarian policies allowed an alliance between the Islamic State and seven Sunni militant groups, formerly enemies of the Islamic State, because they pushed the Sunni population towards the Islamic State. When you have the perception that your own government regards you as an enemy and you no longer trust its institutions to defend or represent you, you start looking for an organization that promises to fight for you. This was the case for many Iraqi Sunni communities: the Islamic State was perceived to be the most viable evil. The Islamic State then strongly received power from the Sunni Iraqi Arabs by concluding a new social agreement with them according to which they were recognized as security providers for the respective community.

³ Pierre Jean-Luizard, *Capcana Daesh, Statul Islamic sau întoarcerea istoriei (Daesh Trap, Islamic State or Return of History)* (Iași: Polirom, 2015) 10.

⁴ Jean-Luizard, *Capcana Daesh (Daesh Trap)*, 110-119.

⁵ Cockburn, *The Rise of Islamic State,, ISIS and the New Sunni Revolution*, (New York: Verso, 2015) 27.

⁶ Kenneth Katzman, "Iraq: Post-Saddam Governance and Security", *Congressional Research Service*(October 28, 2009): 11-14, accessed July 20, 2017, <https://fas.org/sgp/crs/mideast/RL31339.pdf>

2. THE FALLUJAH EVENT, DESERTION

In January 2014, the Islamic State occupied Fallujah, West of Baghdad, a city famous for its ample US military presence ten years before. Within a few months afterwards, they occupied Mosul and Tikrit (Sadam Hussein's birthplace). Although the Islamic State project had already existed since 2012-2013 (and there were connections and relations of some terrorist cells within Iraq, yet operating at a fairly low scale), it became more visible with the occupation of the Iraqi city of Fallujah.⁷ It was then when the Islamic State took an important city from under the control of a government that proved incapable of taking it back. The "parade" of militants in Humvees captured from the Iraqi army and the black flags on government buildings were a symbol of the sense of political failure.

The fall of Fallujah was a powerful blow to the Iraqi government and a significant symbolic impact victory for the Islamic State.⁸ The fact that after ten years when about two trillion dollars⁹ were invested, Fallujah fell into the hands of some jihadist militants, showed the outrageous mismanagement of the financial and military resources by the Iraqi authorities. The Iraqi army had five divisions waiting in Anbar province and all of them suffered significant losses, totalling around 5,000 dead and injured, and another 12,000 deserted. Within the five divisions sent to recover Fallujah, the effects of corruption were felt in the Iraqi army: the soldiers had insufficient bullets, the food rations were few and inadequate, and, paradoxically, the vehicles were constantly lacking fuel.¹⁰

The Islamic State's mode of operation shows once again that military 'adventures' were not the basis of the organization, but it was the thorough strategic planning done by people who very well knew the sectarian dynamics of Iraq. The success of the Islamic State was not military (successful military campaigns are a means to the Islamic State, not an end in itself), although victory also ensured a profitable image to it, setting up for being the armed avant-garde able to expel the Iraqi army from several cities or territories.

3. THE ISSUE OF FEAR IN THE IRAQI SOCIETY

From 2003 to 2008, during the American occupation, a confessional war between the Sunnis and the Shiites destabilized the social layers and the entire Iraqi society as a whole. The reconciliation of the mainly Sunni alienated communities in Iraq¹¹ and Syria¹² proved to be much

⁷ Jean-Luizard, *Capcana Daesh (Daesh Trap)*, 11.

⁸ Sinan Adnan, Aaron Reese, "Beyond The Islamic State: Iraq's Sunni Insurgency", *Institute for Study of War, Middle East Security Report*, no. 24(October 2014): 12, accessed August 15, 2017,

<http://www.understandingwar.org/sites/default/files/Sunni%20Insurgency%20in%20Iraq.pdf>

⁹ Daniel Trotta, "Iraq war costs U.S. more than \$2 trillion: study", *Reuters*, March 14, 2013, accessed July 13, 2017, <http://www.reuters.com/article/us-iraq-war-anniversary/iraq-war-costs-u-s-more-than-2-trillion-study-idUSBRE92DOPG20130314>

¹⁰ Cockburn, *The Rise of Islamic State*, 55.

¹¹ The total Iraqi population is 39,192,111 million according to an estimate in 2017. This number refers to the total population without subtracting the refugees who no longer live in Iraq. Of this total, the Arabs are 75-80%, the Kurds are 15-20% and others are 5%. For Muslims who are 99% of the population, 60% are Shiites and 40% are Sunnis, according to the Central Intelligence Agency, the World Factbook, <https://www.cia.gov/library/publications/the-world-factbook/geos/iz.html>

¹² 74% of the Syrian Arabs are Sunnis, and the Alawis, Ismailis and Shiites are 13% of a total of 18,028,549 people, according to an estimate in July 2016. The number is Syrias' total population, of which 90.3% are Arabs, and the

easier theoretically than practically. Many Sunni people who lived and are currently living under the Islamic State did not like their new rulers and they were frightened by them. But the fear of the Islamic State governance was not as great as the one felt of the Iraqi army, the Shiite militias and the Kurds in Iraq, and of the Syrian army and the pro-Assad militias in Syria. That was an important landmark in the strategy of the Islamic State of recruiting from among young Sunnis.

To some tribal leaders or Sunni communities (especially from the traditional Sunni centres of Iraq, such as the cities and villages of the Anbar province), the Iraqi army was perceived as an occupation army under the orders of Baghdad power led by Shiite Nouri al-Maliki. Throughout 2013, the Sunni Iraqis' dissatisfaction with Baghdad policies was firstly manifested through peaceful protests that took over the Arab Spring slogans. However, one thing is less well-known to Western public opinion, namely that the Iraqis' protests were often repressed with the same brutality as those of the Syrian population back in 2011 and 2012 by the Bashar al-Assad regime. The executions without trials, the feeling that the state police is omnipotent, and the policies perceived by Baghdad¹³ as hostile, made it possible in the summer of 2014 for the Islamic State to be regarded as a liberating army in Fallujah, Tikrit and Mosul. The Islamic State took full advantage of the anti-Baghdad feelings of the Sunni community and, as already mentioned, was one of the basic pillars that supported the military and political efforts for the Islamic State to reach such a high scale in 2014-2015.¹⁴ The Jihadists were most aware of the al-Maliki government's corruption and constantly portrayed him as unable to efficiently manage Anbar province administratively because Baghdad was the prisoner of a confessional vassal system, whereby what was given to some had to be taken away from others, including in terms of political representation. Gradually, more and more sceptical or enthusiastic local players became convinced by the Islamic State that the Iraqi state was impossible to reform, that it was an American colonialist construction, just like all the countries in the region.

4. CAUSES OF THE ISLAMIC STATE'S RAPID VICTORY IN MOSUL

The Islamic State's victory in Mosul was a major surprise not only to the international community but also to the Islamic State itself. "Our enemies and friends are all dismayed," said Abu Mohammed al-Adnani,¹⁵ spokesman for the Islamic State at the time. Rare cases have existed in history when an enemy of about 6,000 people managed to intimidate and decisively defeat a 1-

Kurds, Armenians and others are 9.7%. Moreover, the numbers show the number of Syrians without separating the migrants or refugees, according to the Central Intelligence Agency, the World Factbook, <https://www.cia.gov/library/publications/the-world-factbook/geos/sy.html>

¹³ Norman Cigar "Iraq's Shia Warlords and Their Militias: Political and Security Challenges and Options", *United States Army War College Press, Strategic Studies Institute*, (June 2015):35, accessed September 23, 2017, <https://ssi.armywarcollege.edu/pdffiles/PUB1272.pdf>

¹⁴ After 2015 and especially since 2016, there has been a decline in the combat efficiency and ability of the Islamic State. The 2014 and 2015 period was the peak of the organization. Since 2016, one argues, the decline has slightly occurred. The Iraqi army has decreased and the special troops have taken over the strategic initiative; at the time of writing this paper, the Islamic State had an almost insignificant presence in Iraq, being removed from Mosul. In Syria, the center of the Caliphate power, Raqqa, is under constant threat and pressure both from the north, by the Kurds, and from the perspective of constant bombings and a strong revival of government forces.

¹⁵ Abu Mohammed al-Adnani was the spokesman of the Islamic State and a character belonging to the organization's elite, being the second in the Islamic State hierarchy after Abu Bakr al-Bagdadi. On the 30th of August 2016, the Islamic State announced his death which was claimed by several factions, but the US State Department confirmed on the 12th of September 2016 that Adnani had been killed in the province of Aleppo following an American air strike.

million people¹⁶ security force, plus the army divisions in the Anbar province. What made this seemingly formidable military result possible, was the at least tacit support of the Sunni population who regarded the Islamic State as an instrument to put an end to Baghdad's oppression. Another major factor was the lack of discipline and the endemic corruption in the Iraqi army. It was not just in the army, but it was a constant element of the system and it occurred where there were interests that could generate profit or influence, and a major sector of those two elements was oil. Iraq is an oil country, and hydrocarbons extraction revenues have not ceased to grow since 2003.¹⁷ Oil revenue was, in the hands of various governments, an instrument with which they have bought the loyalty of their local clients and provided their military services to the clans.

The critics of former Prime Minister Nouri al-Maliki say that he has allowed Iraqi oil to be monopolized by a criminal caste made up of politicians, parties and other dignitaries. The way Maliki might have consolidated and retained his power would be by allocating oil exploitation agreements to his close associates or enemies to gain influence over them. Thus, the government could not reform the system because it would have hit the leadership mechanism itself. The institutions responsible for fighting corruption have been systematically marginalized and intimidated. Under the Shiite government led by Maliki, the party-, family- or community-based patronage system decided who was allowed to receive a job or not; which has gradually contributed to the political and economic marginalization of the Iraqi Sunni community, and the marginalization began after the fall of Saddam Hussein.¹⁸

4.1 THE BATTLE FOR MOSUL, JUNE 2014

The crucial calendar date was the 10th of June 2014, when the Islamic State captured Mosul after just four days of fighting. It is worth analysing the weak resistance of the Iraqi army against the attacks of the Islamic State in Mosul. The Iraqi army was made up of 350,000 soldiers at the time and had absorbed \$ 41.6 billion since 2011. However, the soldiers ran away from the Islamists after four days of shy resistance.¹⁹ On the 6th of June 2014, the Islamic militants began their attack on Mosul, the second largest city in Iraq. They had a great victory: about 1,300 Jihadi militants defeated 60,000 Iraqi military personnel including the local and federal army and police in Iraq. This number disparity must be analysed more closely in the context of endemic corruption in the Iraqi security system. Only one in three soldiers was present in Mosul those days, the others were paying half of their benefits to senior officers to be on permanent leave.²⁰ At theoretical level, Mosul was then defended by 25,000 men, soldiers and policemen. In reality, there were no more than 10,000 people in the field, and most of them were ghost soldiers.

Mosul was an important symbol to the Islamic State because it was the place of many families who joined the Iraqi army during Saddam Hussein's leadership, who traditionally used to

¹⁶ The Iraqi security forces comprised one million people in 2014; 350,000 soldiers and 650,000 policemen, respectively.

¹⁷ Michael Weiss, Hassan Hassa, *ISIS. Armata Jihadului (Jihad Army)*, (Bucharest, Corint, 2016), 39-43.

¹⁸ Patrick Cockburn, *The Rise of Islamic State*, 33.

¹⁹ Ned Parker, "Inside the Fall of Mosul", *Reuters*, October, 14, 2014, 6-7, accessed in July 25, <https://www.reuters.com/article/us-mideast-crisis-gharawi-special-report/special-report-how-mosul-fell-an-iraqi-general-disputes-baghdads-story-idUSKCN0I30Z820141014>

²⁰ Doctor Mahmoud Othman, a member of the Iraqi Parliament, spoke in 2013 about the Iraqi corruption and regarding the army, he said that people paid money to join the army, to benefit from stable wages, but they are investors, not soldiers.

choose the defence minister from that city. The Islamic State, in its rise, used a great deal of images, myths and symbols to attract as many potential supporters of its cause as possible. The Iraqis knew that about Mosul, they knew that Mosul provided the defence minister in the Ba'athist Party and represented (or had represented) the Sunni power that was feeding Saddam's army. By capturing Mosul, the Islamic State also wanted to demonstrate that they would take on the role of the "defence minister" for all the Sunnis under the oppression of Shiite Baghdad. As brutal as they were, the militants of the Islamic State were, to many of the Sunni people in Mosul, preferable to the government forces led by the Shiites of Nouri al-Maliki.²¹

Those in the Islamic State had been careful not to attract the Sunni local community against them, at least in 2014, until they strengthened their power. As there was a vulnerable point in Mosul's governance by the Islamic State; namely that Mosul is a traditional, but not a religious city, and the authority of the Islamic State and the cordiality they showed to the "Sunni brothers" in Mosul changed over time, ending up in public executions, executions without trials, all against the Sunnis who were out of the very restricted pattern of the conduct imposed by the Islamic State. Those things took place throughout 2015 and in early 2016, during which a few Sunnis who managed to escape from Mosul told about their daily lives and the perpetual pressure created by the Islamic State governance and the exorbitant taxes.

CONCLUSIONS

The fabulous rise of the Islamic State ensued from the organization's ability to materialize (and to create the impression that it is) the shock force of a general Sunni riot. It is very likely that the offensive undertaken by the Islamic State in the summer of 2014 meant the end of a Shiite-dominated government in Iraq, following the post-Saddam model of 2003. It will be necessary to recreate the Iraqi political map both at a national level and at the level of Baghdad as a centre of power. The lack of political dialogues with the Sunnis and returning to an al-Maliki-like situation after the removal of any Islamic State presence in Iraq will only mean the physical removal of some Jihadist militants. Keeping to this scenario, the elements that gave the power to the Islamic State in the first phase are preserved. An exclusive government led by the Shiites, the Sunni communities' perceptions of being excluded from the political life, being disadvantaged in the economic life and alienated in the social one will remain the ingredients of success for any Salafist-Jihadist organization that will claim to fight for bringing such situations to an end. When the hatred against the Shiites will reappear, it will not be long before an infusion of weapons and militants occurs from the outside, the conflict will be stratified and re-stratified, and Iraq will again be at the zero point. The balanced management of the post-Islamic State situation in Iraq through a serious political dialogue between the Shiites, the Sunnis and the Kurds will be absolutely necessary so that history will not repeat itself.

The Islamic State's offensives were successful from the military perspective due to the presence of the officers of Saddam's army in his command positions. These were military men who accumulated military experience in the war with Iran between 1980-1988, during the occupation of Kuwait in 1990 and during the battles with the Americans in 1991 and 2003. The disintegration process of Iraq, in parts distinct from Shiite, Sunni or Kurd regions was emphasized by the presence, as well as by the elimination of the Islamic State from certain territories, which

²¹ Patrick Cockburn, *The Rise of Islamic State*, 17- 36.

will now be claimed by the various participating parties according to their military contribution in the elimination of the Jihadists.

As far as Iraq is concerned, reconciliation with the Sunni community is vital. The Baghdad government must get rid of the image that Baghdad acquired after the confessional war in 2000 as the siege of the Shiite power in the country. Many Sunni people are sceptical at least regarding Baghdad's democratic and national governance intentions. Through dialogue and compromise on both sides, diplomats and politicians need to rebuild the image of Baghdad, as a Shiite bastion and Shiite power centre at the core of the Iraqi power.

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GENERAL ISSUES ON THE CONTROL EXERCISED BY THE PREFECT UPON THE LEGALITY OF ACTS ISSUED BY LOCAL PUBLIC ADMINISTRATION

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ABSTRACT

ADMINISTRATIVE CONTROL OF TRUSTEES EXISTS IN ALL EUROPEAN DEMOCRATIC STATES, SO THAT THE LEVEL OF ADMINISTRATIVE TERRITORIAL UNIT WITH THE HIGHEST DEGREE OF EXTENSION IS A REPRESENTATIVE OF THE STATE, SPECIFICALLY FOR THE ROLE OF THE EXECUTIVE, TO WATCH OVER THE APPLICATION OF THE LAW BY LOCAL PUBLIC ADMINISTRATION AUTHORITIES, INCLUDING THOSE OF THE AUTONOMOUS COMMUNITIES. THE PREFECT CAN ATTACK, IN THE COURT OF THE ADMINISTRATIVE COURT, AN ACT OF THE COUNTY COUNCIL, THE LOCAL MAYOR, OR IF IT CONSIDERS THE ACT ILLEGAL. THE ACT CHALLENGED IS SUSPENDED BY OPERATION OF LAW.

KEY-WORDS: THE ADMINISTRATIVE ACT, A REPRESENTATIVE OF THE STATE, ADMINISTRATIVE GUARDIANSHIP, THE ADMINISTRATIVE COURT.

Law No. 554/2004² devotes expressly in article 1 paragraph (3) to (9) that they can have an active procedural quality: the Ombudsman, the Public Ministry, public authority issuing a unilateral administrative act unlawful, the Act can no longer be revoked since it entered the civil circuit and product legal effects, the prefect, the national agency of civil servants and any subject of public law, the injured party in his rights or legitimate interests in through ordinances or provisions of the Ordinances of the Government unconstitutional.

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² Law No. 554/2004 with the amendments and additions made by: Law No. 262/2007 for the modification and completion of the law no. 554/2004 (M. Of. No. 510 of 30 July 2007); DCC nr. 797/2007 (M. Of. No. 707 of 19 October 2007); Law No. 97/2008 approving Government Emergency Ordinance nr. 100/2007 for the modification and completion of some legislative acts on Justice (M. Of. No. 294 dated 15 April 2008); Law No. 100/2008 modification of paragraph 1 of article 9 of the law on administrative courts no. 554/2004 (M. Of. No. 375 of 18 May 2008); Law No. 202/2010 on some measures to speed up the resolution of lawsuits (M. Of. No. 714 of 25 November 2010); Law No. 76/2012 for the implementation of law No. 134/2010 relating to the code of civil procedure (M. Of. No. 365 of 30 may 2012); Law No. 138/2014 published in M. Of. Nr. 753 of 16 October 2014.

As for democratic countries, at the level of administrative territorial units, there is a representative of the State, of the central executive, to keep watch over the application of the law by local public administration authorities, after the system French, traditional, in Romania also, this role lies with the prefect, who among the powers conferred by the law, has the authority to supervise compliance with administrative guardianship of the law by local public administration authorities and County, having thus the opportunity to address a legal administrative court where it considers that an administrative act is illegal.

The control exercised by the prefect upon local communities lies in close relation to the principle of local autonomy, a principle enshrined in the constitutional level and defined by art. 3 para. 1 of the Law on Local Public Administration no. 215/2001, republished, with subsequent amendments and additions as "right and the actual capacity of the local public administration authorities to resolve and manage, on behalf of and in the interests of the local communities they represent, Public Affairs, in compliance with the law ". The autonomy of local authorities is subject to the legal framework in which they evolve, i.e. the powers and resources available to them, and control mechanisms to which they are subjected. The administrative guardianship, in the regulation in our country, is intended as an exception to this principle, a liberal form of control over local communities, guardianship authority does not have the right to annul the Act, but only to attack him in front of administrative courts, which are the only institutions that can enforce such a sanction.³

Romanian legislation expressly regulated control of Trustees, unlike the French, who gave the name of the control exercised by the State in the Affairs of decentralized administrative authorities. The administrative guardianship knows two forms: more "tough", entitling the trustee to cancel the authority, approve or authorize the administrative act issued by a decentralized authority, and a second form, moderate, applicable in our country, giving Trustee Authority just right of referral to the administrative tribunal with a view to the annulment of that act.⁴

Subject of the legal action based on the provisions of art. 3 paragraph 1 of law No. 554/2004, as amended and supplemented, concerns, on one hand, the type of legal acts forming the subject of control of legality exercised by the prefect, and, on the other hand, the setting aside in whole or in part to the act considered to be wrongful, order to achieve the respective powers provided by law; the prefect may not claim damages, whereas the law No. 554/2004, as amended and supplemented, by art. 8 para. (1), conferring such a right only to natural or legal persons.⁵

Under art. 123 paragraph 5 of the Constitution of Romania, as authority for the supervision of compliance with the law by local public administration authorities, the prefect shall have the right to appeal against any administrative act in the Legal Department of an elected Council (local or County), mayor or any executive created under the law at the county level, when he considers that this act is illegal.⁶

In the public right-of-way, control of Trustees was established in French law and took over by us, as a counterweight to the decentralization of the administrative system and the recognition

³ Alina Georgiana Profiroiu, Cristina Titirișcă, *Some considerations on the control exercised by the prefect upon local communities*, Pushing of Administrative Sciences Magazine, 2 (39) / 2016, 169

⁴ Profiroiu, Titirișcă, *Some considerations on the control exercised by the prefect upon local communities...*, 170

⁵ Profiroiu, Titirișcă, *Some considerations on the control exercised by the prefect upon local communities...*, 171

⁶ Mihai Constantinescu, Antonie Iorgovan, Ioan Muraru, Elena Simina Tănăsescu, *The revised Constitution of Romania-comments and explanations*, (Bucharest:All Beck Publishing house, 2004), 263

of the autonomy of the local public administration authorities, whereby the State retains the right to guarantee observance of the law in the work of these public authorities.⁷

Administrative control of Trustees exists in all European democratic States, so that for the level of administrative territorial unit with the highest degree of extension is a representative of the State, of the Executive with the role of watching over the application of the law by local public administration authorities, including those of the autonomous communities.

The administrative guardianship is regulated by art. 8 of the European Charter of local self-government, under the name of "administrative control of the activity of local public administrative authorities, administrative guardianship designation is avoided. Administrative supervision over the activity of local public administration authorities must be exercised respecting a proportional representation between the scale of the intervention of the supervisory authority and the importance of the interests which it means to be protected.⁸

Administrative doctrine when analyzing the concept of trusteeship administration, gave it different meanings, since the legislation does not explicitly use this form of administrative control. In the opinion of Professor Antonie Iorgovan, administrative guardianship "evokes in the public law of the monitoring bodies of Central State, as a rule, the Government and the Ministry of the Interior and local representatives from the Centre on the authorities local autonomous administration ". Sometimes, administrative guardianship over local communities shall be assessed as indicating a threefold plan, namely that of the control of the legality of administrative action, that of control over local authorities, namely the control over the duties delegated by the State.⁹

In Romania, the right of control over the administrative prefect adopted or issued by local public administration authorities and County, qualified as "administrative guardianship", is enshrined by article 123 paragraph (5) of the revised Constitution and the provisions of law No. 340/2004 relating to the prefect and the Prefect's institution, republished, and after the entry into force of the law on administrative courts no. 554/2004, administrative guardianship institution has explicit legal consecration by article 3 paragraph (1) of this normative act, as amended by law No. 262/2007.¹⁰ Thus, article 3 para. (1) of law No. 262/2007 provide that: "the prefect can attack directly before the Court of the administrative acts issued by local public administration authorities shall, if they deem unlawful; the action is inserted within the time limit provided for in art. 11 para. (1) that starts to run from the time of submission of the document to the prefect and under the conditions laid down in this law. Proceedings of the prefect is exempt from stamp duty ".

Through these provisions implemented article 123 paragraph (5) of the Constitution, according to which: "the prefect may attack in front of the Administrative Court, an act of the County Council, the local mayor, or if it considers the Act illegal. The Act challenged is suspended by operation of law ".

In a restrictive interpretation of the constitutional provisions it could be concluded that would be excluded from the control of administrative the acts of the President of the Trusteeship

⁷ Anton Trăilescu, Alin Trăilescu, *The law on administrative courts. Comments and explanations*, (Bucharest: C.H.Beck Publishing house, 2013), 41

⁸ Gabriel Niță, *Considerations of administrative supervision institution in the Romanian legal system*, http://revcurentjur.ro/old/arhiva/attachments_200734/recjurid073_410F.pdf

⁹ Iuliana Rîciu, *Administrative courts procedure*, (Bucharest:Hamangiu Publishing house, 2009), 131-132

¹⁰ Oliviu Puie, *Administrative appeal and judicial review in administrative contentious after the amendment of law No. 554/2004 of administrative courts by law. 262/2007*, (Bucharest:Universul Juridic Publishing house, 2007), 290-291

Council, whereas the constitutional text referred only to acts the County Council, but this is not yet the correct interpretation because, analyzing it article 20 of law No. 340/2004, republished, "the prefect verify the actions taken by the mayor or President of the County Council in their capacity as representatives of the State and administrative-territorial unit may refer to the competent bodies in order to establish the necessary measures, in accordance with the law ".¹¹

The prefect can promote directly the action for cancellation of the Administrative Court, without the necessity of conducting administrative procedure prior to the revocation or amendment of its issuer, according to the provisions of the legal provisions in force.

In practice, however, the prefect, after the acts of the local public authorities of the territorial-administrative are communicated by the unit Secretary and after verifying the legality of those acts, communicate with local authorities in order to restore legality amicably. This administrative usance is beneficial, because in many cases the disputes between the prefect and local governments on this topic have been resolved without the intervention of the Court of administrative law.¹²

The term for contestation is different, depending on the type of administrative act¹³:

- individual administrative acts may be appealed within the time limit of six months provided for in article 11 para. (1) of the Law on Administrative Courts, with the possibility of extension of the term for one year, pursuant to art. 11 para. (2) for serious reasons;
- administrative normative acts can be attacked at any time, on the basis of article 11 para. (4) of the Law on Administrative Courts.

Subject to the control of administrative guardianship exercised by the prefect is an administrative act but also the actions or acts similar in nature to the law on administrative courts, administrative act unilaterally-administrative silence and refusal unjustifiably solving the application.

Thus, the prefect, acting on the basis of the right and the legitimate interest of the public upon article 3 para. (1) of law No. 554/2004 as amended and supplemented, may, when he finds that inaction by a public authority is contrary to the public interest, to request it, through a petition, fulfillment of statutory duties, and in the case of silence or refusal, may cause conflict in front of the Administrative Court, which will oblige public authorities to achieve the statutory duties. This is the case, for example, of the mayor who refuses to submit to the Council the draft budget of the Council of the local premises or refuses to take note of the termination of the mandate of local counsel on other grounds than incompatibility.¹⁴

The subject of the application the judgment entered by the prefect may just be the annulment in whole or in part of the Act illegal. The prefect may not claim damages, since this possibility is ensured through law No. 554/2004 only to natural or legal persons.

In order to avoid irreparable effects, the Constitution stipulates the principle of suspension of the contested act being established a norm of protection both to the person in the face of possible

¹¹Rîciu, *Administrative courts procedure...*,142

¹² Anton Trăilescu, Alin Trăilescu, *The law on administrative courts...*,42

¹³Dacian Cosmin Dragoș, *The law on administrative courts. Comments and explanations*, (Bucharest:All Beck Publishing house, 2005), 136, see Rîciu, *Administrative courts procedure...*,138

¹⁴ Dacian Cosmin Dragoș, *The law on administrative courts...*,137

abuses of authority of local public administration, as well as to the national interests in relation to the local ones.¹⁵

In order to admit the action of the Commissioner, it is necessary to prove, like any legal action, the existence of procedural interest, because one can't ask annulment of an administrative act that has already exhausted the legal effects which are permanently and completely, whereas interest no longer appears (for example, a demolition permit deemed unlawful, but whose effects have been conclusively).¹⁶

Referral to the Court of judgment by the prefect with administrative action has as its goal the annulment of an authority of local public administration administrative act unlawful, the prefect is not harmed in a right or legitimate interest, it is a contentions objective truth.¹⁷

Concluding, the administrative guardianship is a concept focused on the administrative law doctrine, meaning a central control organ over local autonomous bodies and decentralized. It has two forms: the first, more "tough", entitling the Trustee Authority to cancel, approve, authorize the administrative act issued by a decentralized authority, while moderate form confers authority Trustees only the right of a referral jurisdictions for the purposes of administrative cancellation of that administrative action.

¹⁵ Constantinescu, Iorgovan et. all, *The revised Constitution of Romania-comments and explanations...*, 263

¹⁶ Rîciu, *Administrative courts procedure...*,140

¹⁷ Rodica Narcisa Petrescu, *Administrative law*, (Bucharest:Hamangiu Publishing house, 2009), 435

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THE MIRACULOUS PROSE OF MASSIMO BONTEMPELLY

Mirabela Rely Odette CURELAR¹

ABSTRACT

MIRACLES OF BONTEMPELLY ARE THE BEST EVIDENCE OF THE EXISTENCE OF A REQUIREMENT THAT THE HUMAN EXISTS IN THIS WORLD AS MIRACLE OF DESTINY. EVEN THE WRITER RECOGNIZE THEM SUPERIORITY WHEN ARGUES THAT ONLY IN THIS CYCLE HAS BEEN ABLE TO CREATE THAT "TRANSLUCENT SPACE, HALF-AIRSPACE", BOTH TO BE WISHED FOR. BUT THIS BALANCE "AIR - SPACE" WAS DIFFICULT TO KEEP. ON THE OTHER HAND THERE IS AN INCENTIVE THAT IS BEYOND ANY IMAGINATION OF ITSELF, THROUGH WHICH BONTEMPELLY ATTEMPTING TO SATIRIZEZE SOME ASPECTS REAL, ON THE OTHER HAND, THERE IS THE MIRACULOUS THAT SUBSTITUTES THE REALITY.

KEY WORDS: MIRACULOUS, FABULOUS, AMBIGUITY, MIRACLE, BIZARRE

*"Imagination means changing outside world, which is so beautiful, after our inner rhythm, which is more beautiful"*². Trying to clarify the concept of "imagination", Bontempelly specifies for the first time the ratio between fantastic and the real in the works. *"Your imagination does not mean the flowering arbitrarului, much less the imprecisului. Life-like accuracy in the contours, solidity of things into place to the ground, and around an atmosphere which to get us to dunning, by means of a uneasy intense, almost another dimension, which designing our lives"*³.

The algorithm of "miraculous" fails to consist a balance almost perfectly between imagination and creation. From the most common realities, the writer revealing through his analysis a transfiguration of the real material to the size that pass beyond any imagination. So it came to *"The world its own, which is made of a substance only to his own, fantasy has become reality"*⁴. This harmony who contains however the objectivity of material world, what it seeks to create a world of imagination free, it is the fruit of aptitude that can be considered to miraculos, veritable in one of the forms. Therefore, the comparison with the old poetic imagery of

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² Massimo Bontempelli, *L'Avventura novecentista*, Firenze, 1938, p. 503.

³ Bontempelli, *L'Avventura novecentista...*

⁴ Bontempelli, *L'Avventura novecentista...*, 277

Cinquecento aristotelică should be by themselves, by removing once again embossed clasicismul writer.

It is very difficult to give a definition of that is beyond any imagination. R Caillois, Louis Vax doesn't matter at all, Marcel Schneider, have tried on several occasions, but the formulas found doesn't satisfy them.

Caillois appreciate the fiction that as a bursts without extremes of in the real world. Louis Vax doesn't matter at all limited the field of research fiction that the terror, which he identifies with the "feeling of strange" (them feeling of l'étrange). But we all recognize that there is a common sign is placed under which all great literature fantastic: the monks suspect the sign, though between them there is not a absolute identity.

In his book *Le rire*, Bergson, has described the process of manufacturing of the comic. Laughter would be caused by a "hardness of character, of the mind and body" which becomes suspect, whereas it removes the "center around which revolve the company"⁵. Thus, comedian involves, up to a point, the eccentricity. But this, as long as feel uneasy about the company, can be caused by and from the element's fantastic. From here we can see a parallelism between funny and fantastic, which is justified in many cases. Louis Vax doesn't matter at all imagine what comedian and as two parallel lines, which live in the plans different and do not meet ever. He recognizes that there is a connection between them, but not a survivor.

The criticism starts a series of new points of view in this matter so discussed. Bontempelly identifies in the first place, „fiction of the terror that is not "natural"; the first was called the "witchcraft" (prodigio), on each other "miracle" (miracolo); "sorcery" would be a " scary miracle ", the terror. And, consistently his theory, argues that "the miracle we can put him we feel that in any form of life", while the 'sorcery e antinature"⁶. Is obviously clear that the "magic realism" implies familiarity with miraculous, while fictitious that the terror involves fear in front of him.

These familiar connections with miraculous, with fictitious that, define, and not only theory and operate "magic realism", but, in general, almost all great literature of Italian fantastic.

This is why "miraculous or magical" fits harmoniously with fictitious that Italian type, on the line that goes from dantești visions of *Divine comedy*, passes through speech poems of rebirth, in order to reach problematic once Buzzati's prose writer. Torque "familiarity "fear" and add the torque "feeling of awe - feeling of strange". Bontempelly himself says: "*The Nature teach us that amazement - the feeling of miraculous - is completely something other than a sense of odd, even more so, the man feels like the miracles facts very common and consistently reproduced*"⁷.

A sensation is created by a feeling of surprise, this can be a strange conception of the "supernatural", miraculously in the first case and bizarre, hostile, in the second. A feeling of surprise will always be linked to a miraculously, beautiful unusual or mysterious. A feeling of strange take birth, on the contrary, in the face of a vicious working, bizarre. Both require an atmosphere devoid of ambiguity. This ambiguity plays an important role both in itself, and in the "magic realism", where any reader needs a key its own to penetrate the mystery.

"The miraculous" is beyond of any imagination, assumes that the existence of the supernatural, shows just how harmonious are associated the fiction with the reality. The work of

⁵ Henri Bergson, *Le rire*, (Paris, 1938), 20.

⁶ Henri Bergson, *Introduzioni e discorsi*, (Milano, 1964), 72.

⁷ Henri Bergson, *L'Avventura novecentista*, 86.

Bontempelli will attempt this merger and, at the time when the fantastic and the real will merge himself up to deleting limits of them, only then will be able to talk about the 'magic' is genuine. But to creating in such an artistic tension however, is hard, maybe even impossible. Bontempelli write pages in which classic fiction is victorious and the pure realism. By analysing how the creative writing theoretical meet the requirements, faithfulness opera front of formula of miraculous, the image of a long way to go, full of obstacles be repressed with difficulty, enlightened rarely have a couple of "sparks" of authentic "magic realism".

A writer who said that *"indeed any art, when it is not ecstasy, it is denunciation and indictment"*⁸ couldn't stay, indifferently to monstrous phenomena, parasitological, encountered immediately after war. Pastime after gold, troubled businesses, speculations believe that vile nonsense are projected onto the background disorder inner intellectuals' souls, what see its hopes being scammed.

In the *Viaggi e scoperte* (Travels and Discoveries, 1922), the author attempts for the first time to get that atmosphere of ambiguity requires both fantastic, and "magic realism". In this passage ambiguous, of places without a name, or the odd names, he develops with much empowered a fantastic account of reasons, a wide circulation. Thus, in the fourth *Trip* is present the fantastic of folclorical tradition for processing in human animal. Louis Vax explains this reason from a psychologically as it influences *„the result of a strange exercised over the man that can no longer to be dominate"*⁹.

Bontempelli bring something new to dealing with reason, stopping transformation in half, achieving a status ambiguous between man and animal. It increases the sensation of horror, the terror and obtain a fantastic of terror to great effect. Moving freely in the world that is beyond any imagination, he's trying new solutions of motives. The writter tries to demonstrate that almost all processes indicated by Bergson for obtaining of comic can go, beyond any imagination. He even obtain companionship of the fantastic with the funny side. A single example: his story *Buon Vento* (*The best wind*) where there is a perfect demonstration of contention of Bergson: *"At the time when our attention is focused on substance of metaphors, the idea expressed becomes comic"*¹⁰. The story referred to the author invents a powder added bonus which has the power of realising, to give life metaforelor used of people.

Miracles of Bontempelli are the best evidence of the existence of a requirement that the human exists in this world as miracle of destiny. Even the writer recognize them superiority when argues that only in this cycle has been able to create that "translucent space, half-airspace", both to be wished for. But this balance "air" was difficult to keep. On the one hand there is an incentive that is beyond any imagination itself, through which Bontempelli attempting to satirizeze some aspects real, on the other hand, there is the reality the most stringent of the years of the period sad what has been called "it's his ventenio nero".

When a character pronounced the expression "is standing on the tip of his tongue" in connection with a name, that is what immediately appears in his mind. At the words, "the heart me curiously flat", give the speaker's sleeve, in the heart, there is a red spot. These situations they are fantastic, whereas the presence the monks suspect the is obvious. But, at the same time, they am uninspiring laugh, because it is funny to hear someone screaming "I'm his son my actions" and the

⁸ Bergson, *Introduzioni e discorsi...* 15.

⁹ Louis Vax, *La séduction de l'étrange*, (Paris, 1965), 87.

¹⁰ Vax, *La séduction de l'étrange...*, 116.

next to see him speaking affectionately its files to the "actions" and called them "Mom, Mommyl" Danny brought over". In fact, the author, achieving this effect, has had a precise purpose: to satirize sorts pompously and without content to speak of some people. Realistic intention fails to unite the two ways without to distinguish anyone.

In the story *Last Eva*, Bontempelly observes the attitude of man in the face of miraculous. Eva is not an usual woman, without imagination, but, in the miracles caused by Evandro, she was afraid of. Then, by her suspicious, she kills the miracle. Bontempelly offers a solution which such impossibility ceases to perceive a man's miraculous, solution which would be valid to the "magic realism", if it wouldn't be a character thoughtfully and passive.

Eva represents a damn woman. Not only that she could not understand the miracle, but has not accepted the reality full of miracles offered by Evandro. She escape into the world of illusion, falling in love with the Bululù, puppet created by mag. Punishment will be that always the regret after brining such world lost. But Evandro is defeated, because come and is less severe than that of Eve. Hopelessly in front of suspicious of Eve, Evandro passed of miraculous limits of "natural" and appealed to the "witchcraft", the world's forces from beyond, creating the Bululù, puppet alive. From this moment, he is threatened even by invention and is doomed to loneliness.

In this history, the "magic realism" is carried out virtually, but he most consummate donkey when at the same time brave: the solution offered by passive copyright human miraculous in front, and the limits: it is difficult to stay on the "natural" miracles without being tempted to forces that is beyond any imagination - as it happened with Evandro - or to fall in reality the most cruel, as Eva.

Bontempelly builds in the first story of the cycle *Due favole metafisiche* (Two metaphysically stories, 1922) a fantastic world, this time well defined. In story to *La scacchiera davanti allo specchio* (Wizard chess before mirror), the images reflected in a mirror are brought to life in self-contained world that extends beyond the glass surface and lead a life of their own, free. He's trying to create a satirical map.

Images do not undergo a change, they remain forever as they were in their time of the first that in the mirror. Mirror world, a fantastic world has its own laws, which no longer complies with laws of physics has her own time and space. However, these laws give internal consistency, without which it would destroy us, before it had been shaped reader imagination.

As opposed to their behavior of superiority, fantastic world of the mirror lose the connection with reality. It shall require that a fantastic reorganisation of the reality, toppling in the mirror image of high Italian companies, with falsehood, hypocrisy and getting sick and tired. The citizen company, reflected in the mirror of Bontempelly, becomes grotesque contours, funny and becomes mechanical, impersonal, and getting sick and tired what defines increases touching mythical dimensions. These claims absurd for existential supremacy mirror of living of the inhabitants are by introducing things and memories in the real world.

Bontempelly uses here a process ironically interesting, who at first sight would seem paradoxical: a world which constitutes the image negative and critical of an other worlds is itself ironizatã with elements belonging to other. Contradiction disappears when account is taken of the fact that there are things that memories of a child, whose universe not yet emotionally impaired. This report was established between the world real and fantastic, with the intention of social genre mix, demonstrates convincing that Bontempelly was preoccupied with to find the most appropriate

way to create the „magic realism". He leaves separate construction of the two plans and is trying to join in the second story "metaphysics", *Last Eva*.

From *I Miracoli* in the story *L'idillio finito bene* (*Love affair really faintly with the well*), author's girlfriend, a simple girl, who loves up to worship the stars, celebrating a strilor fails and it turns into a small sun. Bontempelly transcends beyond the solution offered in *Last Eva* thanks to the subjective vision of the character, of the man in general. In this way becomes a magical realism, a special vision and at the same time a magic world in which the man turns, he finds miraculous and magic. Thanks miraculous atmosphere narration, the feeling of love for nature can turn actually, and not figuratively, in a total identity with nature. Last way bontempellian to perform "magic realism" outlines clear. Heroine, through subjective vision, causes the miracle. There is no element of the world from the other world, fictitious that it is only in the soul and in the world these characters are.

In *Spiaggia miracolosa ovvero he premio della modesty* (*The Beach brining such modesty or the price*), a delightful swimming trunks, desire to see the sea and, especially, the love and understanding what's connecting the two fall in love transforms their room in a beach added bonus. All love causes the miracle story and in nigh *Quasi d'amore* (*Close to love*). The author goes from a simple given physical. During the night, the window a well-lit rooms reflect both people in the room, as well as the outside. By superimposing the two worlds in the space window, and in particular thanks full confidence in miracles timidul copyright, who was in the room, kissed her a handsome girl, who was in love with and who is walking through the garden. This kiss miraculously even has materiality air; he just touches his neck girl, terror, does not understand the statement bashful of love and runs away.

In the volume *Galleria degli schiavi* (*Slaves Gallery*, 1934), the appearance bitterly satiric becomes prevailing even "realism magic" subjectively. Between the dominant poetic in fictitious that type "magic realism" and the reality of "de facto is born an opposition of poetical causing cancellation. Thus, in one story *Rosa più* (*A rose more*), shy Stella, to get rid of her fiancé he loved her, but on which the family and i right dedicate husband turns into a rose, recalling the ancient Dafne. Same tragic story has the *Sirena la Paraggi*, where a group of vilagers devouring a siren as a simple fish.

In the years of fascist terror, Bontempelly, in everything was so natural, he gave up the "magic or miraculous". After the end of war, the writer goes on again in his literature with the phrase of "magic realism", but in detailes, considers that the fiction could be stoped and the magic literature would be distroied..

L'Amante fedele (*Faithful lover*, 1953) expresses a fantasy in favor moderate depth study in humans. " the magic" gradually blending with the reality as seen by eyes of an artist, who has removed you from its aspirations on that showcase at any cost his own theory. The writer prefers now to approach to nature, the ordinary man, instead of having to invent fabulous events. The initiative was already taken into the show *Cenerentola* (*Cindarella*, 1942), in which Bontempelly treat in its own way, without pomp accustomed to, the famous fairy tale. The workpiece consfințește Victoria magului on human, the nature of the of magic.

In the works of Bontempelly we can see how becomes more and more obvious the love for life, if it is seen as a supreme miracle been curious about this man. In story *L'Acqua* (*Water*), the volume *L'Amante fedele*, Bontempelly seems to discover for the first time the miracle water, envelop on her eternity.

Through his literature, Bontempelly has proposed a new type of prose, he has shown the specificity of the Italian miraculous and magic, the nature of fantastic light. By trying to renew the fantastic information, Bontempelly wants to appeal to the fantastic, which hides in the depths of the ordinary reality.

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4. **Louis Vax**, *La séduction de l'étrange*, Paris, 1965, p 87.

PERCEPTIONS AND PRACTICE OF “INNOVATION” OF THE ENGLISH LANGUAGE TEACHERS IN UNIVERSITIES IN VIETNAM

LE THI NGOC DIEP¹

ABSTRACT:

INNOVATION PLAYS THE CRITICAL ROLE AND BRINGS MANY BENEFITS TO THE EDUCATION CONTEXT. LANGUAGE EDUCATION AND TEACHING ARE CHANGING CONTINUOUSLY AND THE TRADITIONAL METHODS ARE REPLACED BY NEWER EDUCATION NOTIONS. MOREOVER, INNOVATION IN ENGLISH TEACHING HAS BECOME A MAJOR ‘GROWTH AREA’. THEREFORE, TO ADAPT WITH THE NEW SOCIAL AND ECONOMIC CHALLENGES, TEACHERS’ INNOVATION MUST BE DEVELOPED. THIS STUDY IS DONE TO UNDERSTAND PERCEPTIONS AND PRACTICE IN INNOVATION OF ENGLISH LANGUAGE TEACHERS AT UNIVERSITIES IN HO CHI MINH CITY (VIETNAM). TO ESTABLISH FOUNDATIONS FOR THE RECOMMENDATION FORMULATION FOR TEACHERS’ INNOVATIVE SKILLS, THE COMBINED SECONDARY AND PRIMARY DATA ARE USED TO REACH STUDY OBJECTIVES. THE SECONDARY DATA IS GAINED THROUGH THE SYSTEMATIC AND CONTENT ANALYSES FROM PUBLISHED PAPERS OF DIFFERENT SOURCES, AND THE PRIMARY DATA IS GENERATED THROUGH ONLINE QUESTIONNAIRE/ SURVEYS, SEMI-STRUCTURED TALKS AND INTERVIEWS WITH ENGLISH LANGUAGE TEACHERS AND ADMINISTRATORS.

KEYWORDS: INNOVATION, PERCEPTIONS, PRACTICE, ENGLISH (LANGUAGE) TEACHER(S), VIETNAM, UNIVERSITY (UNIVERSITIES).

INTRODUCTION

English becomes a national and international medium of oral communication and plays the important role in educational system and in the life². In addition, Scrase³ states English is not only the language of modernization and industrialization but that of globalization as well.

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² Chukwuma, Helena & Otagburuagu, Emeka, *English for academic purposes*. Ibadan AFP Africana-FEP Publishers, 1977.

³ Scrase, Timothy, J., “The Hegemony of English in India” In *English as the Global Language: Perspectives and Implications* Edited by S. Rajagopalan (175-196) Hyderabad, India: The Icfai University Press, 2004.

Teaching is complex and demanding work to meet the high requirements of specialized skills and knowledge to impact significantly on student learning⁴. Language education and teaching is changing continuously, for the newer education notions have been built up and altered for the old and traditional methods. They are more innovative ways for teaching what and how and for assessing learning⁵. In a special way, teachers play a fundamental role in learners' learning and academic achievement⁶. This is really important and practical with English teaching. The outcome with effective and efficient learning of students mostly depends on teachers and the activities they organize in classes⁷. The methods that teachers behave and exploit in their teaching, to a large extent, depend on their perceptions of effective teaching and their beliefs about teacher efficacy⁸. As a result, the teachers have to improve the quality of their teaching to meet students' needs.

In Vietnam, with the effect of the globalization and integration to the international communities such as World Trade Organization (WTO), Trans-Pacific Partnership (TPP), ASEAN Economics Community (AEC), the English learners are in high demand in the teaching and learning quality and efficiency. They should be able to cater to the practical needs of learners to make them competent enough to interact with one another and also to retrieve information worldwide. Hence, challenges for English teachers in Vietnam are diverse, which requires them to shape up accordingly to meet the existing demands. One of the most important methods which help teachers to come over that situation is the innovation in their teaching. In recent years, innovation in English teaching has become a major 'growth area' and English teaching innovation management literature has also developed⁹. There are many studies and contributions on innovation in language teaching such as Kennedy and Kennedy¹⁰, Fullan Michael¹¹, Andy Hargreaves¹², Murray¹³, Alderson¹⁴, and Wedell¹⁵.

⁴ Department of Education & Training, *Professional learning in effective schools - the seven principles of highly effective professional learning*, Melbourne: Leadership and Teacher Development Branch, 2005.

⁵ Pandey, Meenu, et al., "Modern approach of english language teaching and learning," *An international disciplinary journal* 2, (2016):1-8.

⁶ Department of Education & Training, *Professional learning in effective schools - the seven principles of highly effective professional learning*, Melbourne: Leadership and Teacher Development Branch, 2005.

⁷ Markley, Tim, *Defining the effective teacher: Current arguments in education*. 2004 Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.549.7407&rep=rep1&type=pdf>

⁸ Ghaith, Ghazi and Kassim, Ali Shaaban, "The prospects and problems of the new Lebanese English language curriculum." In *The new curricula in Lebanon: Evaluative review* edited by F. Ayoub, (351-364). Beirut: Lebanese Association for Educational Studies, 1999.

⁹ Alan, Waters, "Managing innovation in English language education," *Lang.Teach.* 42, (2009): 421-458.

¹⁰ Kennedy, Judith and Kennedy, Chris, "Levels, linkages, and networks in cross-cultural innovation", *System* 26, (1998):465-469.

¹¹ Fullan, Michael, *The new meaning of educational change* (5th edition). Abingdon: Routledge Publisher, 2016.

¹² Andy, Hargreaves, *Teaching in the knowledge society: education in the age of insecurity*, (New York: Teacher College Press, 2003).

¹³ Murray, Denise, *Planning change, changing plans: Innovations in second language teaching*, (Ann Arbor: University of Michigan Press, 2008).

¹⁴ Alderson, Charles. *The politics of language education: Individuals and institutions*. (Bristol: Multilingual Matters, 2009).

¹⁵ Wedell, Martin. *Planning for educational change: Putting people and their contexts first*. (London, England: Continuum, 2009).

Therefore, the study aims to explore perceptions and practice in innovation of English teachers who are teaching English in universities in Ho Chi Minh City (Vietnam). The findings are as foundations formulating recommendations and helping to enhance teachers' innovative skills.

LITERATURE REVIEW

Concepts and Definitions on Innovation

The word "innovation" is defined as 'introducing something new' and the Latin stem 'innovare' refers to altering or renewing, and is derived from 'novus', meaning 'new'¹⁶. Nicholls¹⁷ defines innovation as "an object or practice perceived as new by an individual or individuals, which seeks to introduce improvements in relation to the desired goals, and that is planned and deliberate". This definition still remains its validity today. Innovation is defined as "the adoption of an idea or behavior new to the adopting organization"¹⁸, or as "the implementation of new and improved knowledge, ideas, methods, processes, tools, equipment and machinery, which leads to new and better products, services, and processes"¹⁹.

Based on Markee²⁰, the nature of any given innovation is best defined in terms of qualitative change, a term which covers all three levels of innovative behavior (materials, approaches, and values). Camison-Zornoza et al.²¹ claim that what all definitions of innovation share in common is the usefulness of the new idea.

With Bradley et al.²², "research and innovation play a pivotal role in Australia's international competitiveness and ongoing prosperity. Universities contribute through their research and innovation efforts to the nation's economic growth and productivity". Also, as studied by Darasawang and Hayo²³, an innovation is "an improvement, a change; something new; something that did not exist before; something that is new in a specific context; all of the above combined; any of the above, but only when successfully implemented." From above mentioned concepts, innovation is something that is new, positively different, or better than what was there before.

In educational contexts, innovation is as a "qualitative change in pedagogical materials, methods, and that are perceived as new by individuals who comprise a formal (language) education system"²⁴. As per Fullan's observation²⁵, innovation in educational environment is full with unknowns. For last decades, many studies of innovation and educational change in language

¹⁶ Little, William, et al. *The Shorter Oxford English Dictionary*, (Oxford: Oxford University Press, 1973).

¹⁷ Nicholls, Audley, *Managing Educational Innovations (Education Books)*, Unwin Hyman Publisher, 1983.

¹⁸ Damanpour, Fariborz. "Organizational complexity and innovation: developing and testing multiple contingency models." *Management Science* 42, no. 5 (1996): 693-716.

¹⁹ Williams, Alan, *Creativity, invention and innovation*: (Sydney: Allen and Unwin, 1999).

²⁰ Markee, Numa, "The diffusion of innovation in language teaching". In *Innovation in English language teaching*, edited by Hall, D., & Hewings, (108-117), (London: Routledge Publisher, 2001).

²¹ Camison-Zornoza, et al., "A meta-analysis of innovation and organizational size," *Organization Studies*, 25 (2004): 331-361.

²² Bradley, Denise, et al., *Review of Australian higher education: final report*, (Canberra: Australian Capital Territory, 2008).

²³ Pornapit, Darasawang and Hayo, Reinders, *Innovation in language learning and teaching: the case of Thailand new language learning and teaching environments*. Springer, 2016.

²⁴ Markee, Numa, "The diffusion of innovation in language teaching," *Annual Review of Applied Linguistics* 13, (1992): 229-243.

²⁵ Fullan, Michael, *The new meaning of educational change* (5th edition). (Abingdon: Routledge Publisher, 2016).

teaching have been conducted by Kennedy & Kennedy²⁶, Markee²⁷, David Carless²⁸, Hall and Hewings²⁹, and the innovation is defined in extremely various ways throughout the mainstream educational literature on educational innovation and differently depending on the context as well³⁰.

The purpose of educational innovation is generally to improve classroom practice which enhances student achievement, and it involves changes at three levels: changes in teaching materials, syllabi or curricula; changes in teacher's behavior, such as techniques, approaches or activities; and changes in beliefs and principles which underlie new materials and approaches³¹. The terms 'innovation' and 'change' can be used as equivalents, both referring, somewhat indeterminately, to ideas such as 'difference' or 'novelty'³², besides, most definitions seem to contain at least one of four keys term to characterize innovation of change, development, novelty, or improvement in which the central concept of the term innovation is the idea of change and the second is "development". In English language education and teaching contexts, "development" is often defined in term of (1) curriculum development, focusing on students; (2) professional development, focusing on teachers³³ or (3) program development relating to administration³⁴. According to viewpoints of Rogers and Richards, innovation is primarily curriculum development and curriculum development is certainly an outward manifestation of innovation.

In addition, also in an education context, Duncan³⁵ illustrates the distinctions between invention and innovation as "Educational innovation should not be confused with just generating more great ideas or unique inventions. Instead we need new solutions that improve outcomes – and that can, and will, be used to serve hundreds of thousands of teachers and millions of students". This concept is also agreed by Davenport³⁶. From the viewpoint of Duncan, innovation requires going further than a single invention and inventions are conceptualized as a first step towards an innovation. Under the point of view of Davenport³⁷, innovation is as an organizational phenomenon, where to be innovative refers to putting in place practices that are substantively different from, or have more desired outcomes than what has gone before.

For language teaching discipline, an improvement in a program is a knowledgeable change which is a hidden philosophy of language teaching/learning. The philosophy is brought by direct

²⁶ Kennedy, Judith and Kennedy, Chris, "Levels, linkages, and networks in cross-cultural innovation", *System* 26, (1998):465-469.

²⁷ Markee, Numa. *Managing curricular innovation*, (Cambridge: Cambridge University Press, 1997).

²⁸ David Carless, "A case study of curriculum innovation in Hong Kong," *System* 26, (1998): 353–368.

²⁹ Hall, David and Hewings, Ann, *Innovation in English language teaching: A Reader*, Routledge Publisher, 2001.

³⁰ Hayes, David, *Innovations in the continuing professional development of English language teachers*. (London: British Council, 2014)

³¹ Rea-Dickins, Pauline & Germaine, Kevin P, *The price of everything and value of nothing: Trends in language programme evaluation*. Routledge: Addison Wesley Longman Limited, 1998; Rea-Dickins, Pauline. & Germaine, Kevin P, *Managing evaluation and innovation in language teaching: Building bridges*, Harlow: Longman, 1998.

³² De Lano, L., et al. "The meaning of innovation for ESL teachers", *System* 22, No. 4 (1994): 487-496.

³³ Nunan, David, *Language teaching methodology*, Prentice Hall Publisher, 1991.

³⁴ Brown, James Dean, *The elements of language curriculum: A systematic approach to program development*. Boston: Heinle & Heinle. 1995.

³⁵ Duncan, Arne, "From Compliance to Innovation," 2009. Retrieved from <https://www.ed.gov/news/speeches/compliance-innovation>

³⁶ Davenport, Thomas, *Process innovation: reengineering work through information technology*, (Boston: Harvard Business School Press. 1993)

³⁷ Davenport, Thomas, *Process innovation: reengineering work through information technology...*

experience, research findings, leading to modification of teaching practices so that the instruction can assist language learning³⁸. This definition performs the key role of teachers in the process of innovation where they have many choices on teaching materials, technologies and methods because many of them will be regularly replaced time by time. In English language education and teaching, adoption of innovation may be different from innovation in education in general because teachers can implement an innovation in their existing contexts if they have an opportunity to be aware of their attitudes, clarify them, and refine them.

Nature and Characteristics of Innovation

Markee³⁹ identifies the four-stage process of innovation adoption (1) gaining innovation knowledge, (2) becoming persuaded of its value, (3) making preliminary decisions, and (4) confirming or rejecting their previous decisions and provides distinction between primary innovations (changes to teaching materials or pedagogy) and secondary innovations (organizational changes which provide enabling support for the primary innovation). Later, also in the study of Markee⁴⁰, the nature of any given innovation is best defined in terms of qualitative change covering all three levels of the innovative behavior of materials, approaches, and values. Moreover, to be successful with innovation, all these three levels of innovative behavior should be changed at the same time.

In addition, Fullan Michael⁴¹ and others indicate innovating as comprising three broad phases (1) initiation (deciding to go ahead with an innovation), (2) implementation (attempting to put the innovation into practice), and (3) institutionalization (seeking to achieve sustainability). However, Edge and Mann⁴² reveal that a new idea is in itself not an innovation as innovation demands concentration on the process; it requires much attention paid to how we teach or train as to which topics get covered along the way, or the tools are employed.

Many papers in innovation in language education are on top-down programmatic or curricular developments⁴³ and methods of teachers being engaged with the process of innovation⁴⁴. As Stoller⁴⁵ notes, ‘Top-down innovations are rarely successful without teacher enthusiasm and endorsement. Similarly, bottom-up innovations rarely sustain themselves without the support of the administration.’ While White⁴⁶ responses “even bottom-up grassroots innovation will require forms of support which can only be provided by superordinate top-down parts of the system.”

³⁸ De Lano, L., et al. “The meaning of innovation for ESL teachers”, *System* 22, No. 4 (1994): 487-496.

³⁹ Markee, Numa. *Managing curricular innovation*, (Cambridge: Cambridge University Press, 1997).

⁴⁰ Markee, Numa. “The diffusion of Innovation in Language Teaching”, in *Innovation in English Language Teaching: A Reader*, edited by Hall R.D. and Hewings, A. (118-126), New York, USA: Routledge, 2001.

⁴¹ Fullan, Michael, *The new meaning of educational change* (5th edition). Abingdon: Routledge Publisher, 2016.

⁴² Edge, Julian and Mann, Steve, *Innovations in pre-service education and training for English language teachers*, (London: British Council, 2013).

⁴³ Markee, Numa, “The diffusion of innovation in language teaching,” *Annual Review of Applied Linguistics* 13, (1992): 229–243.

⁴⁴ Stoller, Fredricka, “Innovation as hallmark of effective leadership,” in *English leadership language education: Theoretical foundations and practical skills for changing time* edited by M. A. Christison & D. Murray, 73-84, New York: Routledge Publisher, 2009; White, Ronald, “Managing innovation,” *ELT journal* 41, (1987): 211-218.

⁴⁵ Stoller, Fredricka, “Innovation as hallmark of effective leadership,” in *English leadership language education: Theoretical foundations and practical skills for changing time* edited by M. A. Christison & D. Murray, 73-84, New York: Routledge Publisher, 2009).

⁴⁶ White, Ronald, *the ELT curriculum: Design, innovation and management*, (Oxford: Blackwell, 1998).

There are many factors which affect successful adoption, such as teachers' attitudes, the clarity of the proposed innovation, teacher training, communication and support during implementation and the compatibility of the innovation to the classroom and the wider educational context⁴⁷. In the book of Darasawang and Hayo⁴⁸ titled "Innovation in language learning and teaching: the case of Thailand new language learning and teaching environments", the most important factor in the success of an innovation originating with an external agent is the strong leadership of internal stakeholders (such as teachers, principals influenced by the ethos of the context they belong to). This leads to conflict with their existing beliefs and causes the innovation failure by the incompatibility. The idea is agreed by Rogers⁴⁹ as his statement on compatibility of the innovation as not only the attributes of a successful innovation but also the factor affecting the rate of adoption. Feasibility and practicality of the innovation for teachers in terms of demands on time, resources, and organizational limitation play important roles. In addition, systematic, ongoing and long-term teacher training that aims to change teacher attitudes and making them change agents is essential to help make the adoption of an innovation successful⁵⁰. Furthermore, Darasawang and Hayo⁵¹ point out other factors that contribute to the success of innovation are good communication, feedback during the implementation of the innovation and support from the institution.

Importance and Reason of Innovation in English Teaching

In research by David Carless⁵², the main objectives for change are indicative of the centrality and ubiquity of innovations, and stakeholders expect education to be more effective for students⁵³. Schools gain benefits in keeping up-to-date with the latest developments or research findings, and can also be a force to encourage educational equity and fairer opportunities for diverse sections of society as pointed out by David Carless⁵⁴. Additionally, the economic competitiveness development can achieve through educational changes. According to Nor Aziah Alias and Ahmad Marzuki Zainuddin⁵⁵, the benefits are time saving, organization of lectures, materials, provision of good and effective ways to evaluate students, enhancement of interaction between lectures and students, provision of extra resources for lectures.

⁴⁷ Rea-Dickins, Pauline & Germaine, Kevin P, *The price of everything and value of nothing: Trends in language programme evaluation*. Routledge: Addison Wesley Longman Limited, 1998; Rea-Dickins, Pauline. & Germaine, Kevin P, *Managing evaluation and innovation in language teaching: Building bridges*, Harlow: Longman, 1998.

⁴⁸ Pornapit, Darasawang and Hayo, Reinders, *Innovation in language learning and teaching: the case of Thailand new language learning and teaching environments*. Springer, 2016.

⁴⁹ Rogers, Everett, *The diffusion of innovations (5th ed.)*. (New York, NY: Free Press, 2003)

⁵⁰ Rea-Dickins, Pauline & Germaine, Kevin P, *The price of everything and value of nothing: Trends in language programme evaluation*. Routledge: Addison Wesley Longman Limited, 1998; Rea-Dickins, Pauline. & Germaine, Kevin P, *Managing evaluation and innovation in language teaching: Building bridges*, (Harlow: Longman, 1998).

⁵¹ Pornapit, Darasawang and Hayo, Reinders, *Innovation in language learning and teaching: the case of Thailand new language learning and teaching environments*. Springer, 2016.

⁵² David Carless, *Innovation in language teaching and learning*, (Blackwell Publishing Limited, 2013).

⁵³ http://web.edu.hku.hk/f/acadstaff/412/2013_Innovation-in-language-teaching-and-learning.pdf

⁵⁴ David Carless, *Innovation in language teaching and learning*, (Blackwell Publishing Limited, 2013).

⁵⁵ Nor Aziah, Alias & Ahmad, Marzuki Zainuddin, "Innovation for better teaching and learning: adopting the learning management system," *Malaysian Online Journal of Instructional Technology* 2, No.2 (2005): 27-40.

As for Solanki and Phil⁵⁶, because the number of English learners is increasing, different teaching methods must be implemented and changed to test the effectiveness of the teaching process. Carnoy⁵⁷ emphasized that advancements in information and communication technologies (ICT) and portable information has made English “the language of globalization, internet, trade and science”. Pursuant to John Mitchell⁵⁸, innovation in teaching is a response to multiple change drivers because of the growing economic and commercial value of knowledge and skills; complexity/uncertainty increase, change of structures of work, change of structures of industry and employment, the dynamic knowledge imperative, the aggressive spread of the value proposition, public policy, shrinking of time horizons, and change of from mass production to market segmentation.

In light of English language teaching, with the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. As shown in the study of Graddol⁵⁹, technology is one of the most significant drivers of both social and linguistic change. The teaching principle should be to appreciate new technologies in the areas and functions where they provide something decisively useful, and never let machines take over the role of the teacher or limit functions where more traditional ways are superior. There are various reasons why all language learners and teachers must know how to make use of the new technology. Here we also need to emphasize that the new technologies develop and disseminate so quickly that we cannot avoid their attraction and influence in any form. Therefore, with OECD’s research in 2012⁶⁰, innovation in developing countries poses very different challenges, in terms of understanding the process and of building systems.

In term of curriculum innovation, some skills are required as the use of computers, software or utilization of knowledge in a specialist field⁶¹, and change agents in both of negative and positive sides of effects⁶². In addition, a balance should be done between “thing technologies” and “people

⁵⁶ Solanki, Shyamlee D. and Phil, M., “Use of Technology in English language teaching and learning”: An Analysis (2012): 150-155 retrieved from <http://www.ipedr.com/vol33/030-ICLMC2012-L10042.pdf>

⁵⁷ Carnoy, Martin, *Globalization and educational reform: what planners need to know*, (Paris: UNESCO/IIEP. Rhoads, 1999).

⁵⁸ John Mitchell, et al., “The nature of innovation in VET professional practice” in *Proceedings of AVETRA Conference, Sydney*, 10 April 2003. Retrieved from <http://www.jma.com.au/upload/pages/professional-practice/avetra-paper-on-innovation-8-april-2003.pdf?1377489802>

⁵⁹ Graddol, David, *The Future of English? - A guide to forecasting the popularity of the English language in the 21st century*, The British Council, 1997. Retrieved from <https://www.teachingenglish.org.uk/sites/teacheng/files/learning-elt-future.pdf>

⁶⁰ <http://www.oecd.org/innovation/inno/50586251.pdf>

⁶¹ Tatnall, Arthur and Davey Bill, “Improving the chances to get your IT curriculum innovation successfully adopted by the application of ecological approach to innovation,” *Informing science* 7, (2004): 87-103

⁶² Markee, Numa. “The diffusion of Innovation in Language Teaching”, in *Innovation in English Language Teaching: A Reader*, edited by Hall R.D. and Hewings, A. (118-126), (New York, USA: Routledge, 2001)

technologies”, that means the people' knowledge on how to face with new, untested teaching practices⁶³.

METHODOLOGY

The study employs two sources of secondary and primary data. The secondary data is gained with the systematic and content analyses through published papers from different sources as Google scholar, Books, Sciencedirect.com to create the theoretical foundations of the study. Later, from this foundation, the primary data is generated through online questionnaire/surveys, semi-structured talks and interviews with English language teachers and administrators.

- Online questionnaire containing 8 questions with 68 English language teachers who are employing in universities. All of them are the graduates from the four-year university program majored in English language, and they gain at least 3 year teaching experience. 20 of them are teaching English as a major, and others are lecturing for the non-major English programs. The questions focus on their innovation perceptions, reality and barriers via teaching methods and their own researches in their professions, etc.

- After getting feedback/ response of the questionnaires, semi-structured and direct interviews via mobile apps as Skype, Viber, and phone talks are carried out with 16 English teachers to gain their deeper information shares on innovation and proposals on their real world.

- Phone interviews with 4 heads (administrators) who are teaching or are discipline heads / administrators (including 2 from the university, 2 from language centres) to gain deeper innovation standpoints of their subordinates' teaching and evaluation. For the interviews, all are done in Vietnamese, later they recorded, noted and transcribed.

FINDINGS, DISCUSSIONS AND RECOMMENDATIONS

Findings from the teachers

With the understanding of most of English teachers, nearly 100% of them think they have notions on what the “so-called” innovation is. With them, innovation is something relating to NEW. In addition, they have also accepted the meaning of the word “innovation” as change, development, novelty and improvement. Next, they add more ideas as “enhancement” into the meaning of innovation. Later, enhancement is under this case considered as “simply adding a feature and making something stand out, and improvement is to alter for something better.”

In term of the innovation benefits, 70.6% of the teachers, they agree that innovation will benefit their professions, in contrast, 25% of them express the neutral viewpoints and 5.9% have the opposite opinion with the majority. They state that innovative issues would lead to the negative outcomes. As for them, sometimes, if the current teaching situation is in the good mood, the innovation should not be conducted.

With the question on the change of teaching methods and its application to classrooms, the result seems not to have differences between 2 groups of teachers. 91% of them does not feel the teaching methods should be changed during the semester or for the academic year because they think they are qualified and well-equipped and the change of methods might make student negative

⁶³ Chin, Robert and Benne, Kenneth D., “General strategies for effecting change in human systems”, in *The planning of change* edited by W. G. Bennis, K. D. Benne, & R. Chin, (4th Edition, pp. 22-43), (New York: Holt, Rinehart and Winston, 1976).

in classrooms. They confirm their applied methods and prepared lesson plans are well at the beginning of the semester or the whole year.

Regarding to the use of technology platforms, they state that those uses are upon to the modules or subjects if those are in need to use. According the teachers who are teaching English majored students, 91.2% of them are using PowerPoint, media tool internet references to make the lectures more interesting and impressive. About 41% of them are really active and dynamic in lesson plan and lecture. They download video clips/ notes, lectures as illustrations to teach their students. As for the teachers in non-majored discipline, the lecturing and grammar translation method are often used at 91.2% rate. This is because of the students who normally do not paid much attention to the English subject or its importance. One significant point is that 79.4% of the teachers say they do not have a research paper or publications in their profession term. The majority of English teachers have to teach at least 20 - 30 hours per week, plus all other administrative tasks and extra evening classes. That is why 90% of the both groups showed that they have no time to think up with innovative ideas in teaching. They are not paying attention to the change of education/ training programs because it is not in their control, and because there have many complicated procedures for the changes to be approved. Moreover, it also depends on the teachers' self-motivation for higher education to have a bigger viewpoint about education in general and teaching career in specific.

Findings from the Administrators

The results are not much different with the findings and expressed views of the teachers. As for them, 83.8% of administrators agree with the barriers of teachers in innovation issue as heavy pressure of teaching, low quality of students, insufficient funds, lack of administrative supports and infrastructure, low performance of teachers and personal unpreparedness.

As known, one of the innovation forms is the research and at present, by many pressures from stakeholders, the teachers are required to do academic research but 91.2% of teachers choose teaching instead of doing a research. 79.4% of administrators also clarify and confirm that for a long time, the university policies are not really motivating and promoting teachers to perform innovation. The university does not require the teacher to study or do any academic research or publish their papers. The teachers are mostly required to focus on their teachings. Besides, 79.4% of the English teachers graduate from the Master degrees by coursework program and they are not familiar with doing a research or publishing an article. In light of conditions for innovation, due to the lack of funds, they cannot (1) buy English books, magazines or other material sources for references (2) send the teachers to teacher training or development programs, (3) improve their teachers living standards and working conditions and (4) spend much money for rewarding innovations as well. As a result, there are the out-of-date teaching facilities or short of proper sufficient professional training. Most teachers must stick to the old teaching mode and methods and have no motivation to innovate in their teaching.

As for the teacher who are teaching and lecturing in the English majored program, they are more dynamic by changing the teaching methods, information technology use and 25% of them have publications or do academic researches. In contrast, it seems that 70.6% of teachers who are in the non-major program do not pay their concerns to the "so-called" research or study. In term of self-development of teachers, upon to the administrators, 91.2% of teachers express they will not continue to follow the Ph.D. program because it is not necessary due to many reasons.

Recommendations to Enhance the Innovation in English Teachers

As stated, innovation in teaching, especially English language teaching, involves more than one aspect like teaching mode and method, teaching facilities development and utilization, management. To enhance the innovative activities in English language teacher, some issues are recommended as follows:

- Innovation is important and brings benefits to all stakeholders in the education system; however, how to manage and how to motivate the teachers are more important because that will definitely affect the innovation effects in other aspects. The first thing concerned is innovation in leadership. University or faculty heads must meet with particular leadership styles that encourage innovation by employing participatory approaches. Simply put, innovation means letting go of the old and exploring the new, which requires a set of activities that are not commonly employed. University should establish a set of regulations or policies for teachers to follow and practice. Moreover, the leaders must break up the already-established management formula and set up a new one. Open discussion forums should be built up to discover and understand the teachers' ideas and opinions. Hence, a collaborative and shared decision-making environment needs building and individual's feelings of self-worth and satisfaction needs promoting; accordingly, innovation will be increased. Additionally, the university assesses the teachers' innovation through an overall performance appraisal system and any kind of innovation with active goal should be encouraged regardless of its possible failure. Only by this way, teachers innovate and put their innovative thinking into practice. To deliver or create enthusiasm, inspiration and experience, some experts or experienced teachers are also invited to lecture on certain special topics. As for model teaching, programs may be performed in real classrooms. In observing model teaching, both of trainers and trainees work together and share their personal insights of classroom happenings, as a consequence, many benefits are from it to improve their own teaching. Innovative training program can help to produce innovative teachers who will produce innovative teaching and students.

- As a teacher, innovation is not just the responsibility but the contribution to the development of innovation by finding new, different or better ways of working. Strong innovation skill is not only the critical issue but also the requirement in the 21st century economy⁶⁴. Furthermore, innovative thinking skills are not necessarily innate; they can be learnt and developed from how to think creatively, find new ideas, change the way you perceive the world, and to work with others in innovative processes⁶⁵. In short, innovation requires the willingness to fail, a focus on fuzzy outcomes rather than standardized measures, and the bravery to resist the system's emphasis on strict accountability. There are a variety of ways to bolster the creative side such as establishing rituals, changing the mind-set, opening up to new ways of thinking, seeking support from others, networking with likeminded people.

CONCLUSIONS

Innovation and creativity are the essence of teaching and learning. Creativity and innovation bring interest and motivation to learners of English as well as teachers of English. In Vietnam case, the innovation plays critical role to bring benefits to the education system, the university, and the teachers. Therefore, this paper is to explore perceptions, practice in innovation

⁶⁴ <http://www.innovationmanagement.se/2012/01/30/how-to-build-your-innovation-skills/>

⁶⁵ <https://www.universalclass.com/articles/business/developing-innovative-thinking-skills.htm>

of English in universities in Ho Chi Minh City (Vietnam). The findings are as foundations formulating recommendations and helping enhance teachers' innovative skills. This study scopes get limited because the survey is carried out in some universities in Ho Chi Minh City and the sample collection in the convenience method in which is not representing for the whole discipline. Then the further researches need staying in the future.

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DEVELOPING CULTURAL TOURISM UPON STAKEHOLDERS' PERCEPTIONS TOWARD SUSTAINABLE TOURISM DEVELOPMENT IN PHU QUOC ISLAND, VIETNAM

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ABSTRACT:

DEVELOPING TOURISM IN A SUSTAINABLE MANNER IS A MUST TO ALL OF DESTINATIONS IN THE WORLD. CULTURAL TOURISM IS IDENTIFIED AS A FORM BEING "SUSTAINABLE" AND PRESENTLY IS AS THE FASTEST GROWING MARKET IN TOURISM. CULTURAL TOURISM IS IN CONNECTION WITH A COUNTRY OR REGION'S CULTURE SUCH AS LIFESTYLE, HISTORY, ART, ARCHITECTURE, RELIGION(S), AND OTHER ELEMENTS AND REPRESENTS SIGNIFICANT BENEFITS TO TOURISM INDUSTRY. THIS PAPER IS TO REVIEW CULTURAL TOURISM CURRENTS AND ITS POTENTIALS, ANALYSE THE STAKEHOLDERS' PERCEPTIONS, THEN TO FORMULATE RECOMMENDATIONS TO THE TOURISM DEVELOPMENT IN PHU QUOC ISLAND TOWARD THE SUSTAINABILITY. MIXED METHOD IS EMPLOYED IN THIS STUDY. THE QUALITATIVE DATA IS FROM VARIOUS DATA AS JOURNALS, PUBLICATIONS, REPORTS, ETC. AND THE QUANTITATIVE METHOD IS FROM BY SEMI-STRUCTURED INTERVIEWS CONDUCTED STAKEHOLDERS IN LIGHT OF CULTURAL TOURISM. RESULTS WILL BE IMPLIED AS THE FOUNDATION FOR PHU QUOC ISLAND. FURTHERMORE, LIMITED SAMPLES AND STUDY SCOPE CAN LEAD TO FURTHER RESEARCHES.

KEYWORDS: CULTURAL TOURISM, PERCEPTIONS, STAKEHOLDERS, SUSTAINABLE TOURISM, TOURISM DEVELOPMENT, VIETNAM (PHU QUOC).

INTRODUCTION

The tourism industry is one of the world's largest industries with a global economic contribution³. According to Richards⁴, cultural attractions are considered as important streams of global culture at the national and/or local level and culture plays an important role in establishing

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³ World Tourism Organization. – WTO, Tourism Highlights 2012 Edition. Madrid, Spain., 2012. Accessed at http://dtxq4w60xqpw.cloudfront.net/sites/all/files/docpdf/unwtohighlights12enhr_1.pdf

⁴ Richards, Greg. *Cultural Attractions and European Tourism* CAB International. UK, 2001

and reinforcing people's unique identities. Phu Quoc – a 593 km² area island district of Kien Giang Province is located in the Gulf of Thailand. Phu Quoc island is in the World Biosphere Reserve recognized by UNESCO in 2006⁵. By its mysterious beauty, Phu Quoc island also has other name as Pearl Island. Tourism activities are stretching out from the land, ocean and aerial scopes such as hiking, scuba diving, fishing, trekking and snorkelling. As surrounding by sea, aside from beachside activities, Phu Quoc are also attracted tourists by traditional villages, expansive nature parks, pagodas, festivals and famous cuisines. The island's still-unspoiled natural spots are really worth seeking out and make Phu Quoc become undeniably one of the most attractive destinations not only in Vietnam but also in the Asian region. However, the cultural tourism is not paid attention to. It is not as a separate form of tourism but it must be combined with other tourism forms. This paper reviews literatures of cultural tourism and its potentials in Phu Quoc island, and explore the stakeholders' perceptions and to formulate recommendations on how to develop it in the tourism industry context toward the sustainable manner.

LITERATURE REVIEW

Definitions of cultural tourism

Robison & Picard⁶ defines "culture as a fluid and problematic concept to deal with which means both 'ways of life' (beliefs, values, social practices, rituals and traditions etc.) and the tangible (buildings, monuments, objects etc.) and intangible (language, performances and festivals, craftsmanship etc.) expressions and manifestations of society's values and beliefs. In a touristic sense, culture refers to both 'peoples' and their ordinary social characteristics, traditions and day-to-day patterns of behaviour which mark them out as 'different', as well as to more exceptional representations of creative and artistic endeavour".

According to World Tourism Organization⁷, cultural tourism is one of the fastest growing sectors of tourism industry and especially for come recent decades⁸. The concept of cultural tourism has been in existence for a long time⁹ and gains long debate about its definition and conceptualization among scholars¹⁰. Therefore, there are a great number of definitions of cultural tourism in use. Cultural tourism is not all about visiting/ participating or consuming to museums and galleries, arts events and festivals, heritage attractions and sites, and other cultural experiences. Its essence is about encountering a destination's history and heritage, its stories, its people, its landscape, its townscape, its culture. It is about discovering what makes a destination distinctive, authentic, and memorable. That is about the experience of "a place"¹¹. Also, cultural tourism is

⁵ <http://phuquocisland.gov.vn/vi-vn/chinhquyen/gioithieu/tongquanvephuquoc.aspx>

⁶ Robinson, Mike and David Picard (2006), "Culture, tourism and development, UNESCO" 17 Jan 2017, <http://unesdoc.unesco.org/images/0014/001475/147578e.pdf>

⁷ World Tourism Organization - WTO. "Policy for the growth and development if tourism in Botswana", Department of Tourism, Gaborone, 2008.

⁸ Smith, Melanie and Richard, Greg, *The Routledge handbook of cultural tourism* (New York & London: Routledge, 2013).

⁹ Howard, Hughes and Danielle, Allen. "Cultural tourism in central and eastern Europe: The views of induced image formation agents," *Tourism Management* 26, (2005): 173-183

¹⁰ Michalkó, Gabor. "A turizmuselmélet alapjai Székesfehérvár: Kodolányi János Főiskola," *Turizmus academia* (1), 2004; Richards, Greg. *Cultural tourism in Europe*. (Wallingford: CAB International. UK, 2005).

¹¹ Thorne, Steven. "Cultural tourism - A place-based approach", 2009. Accessed

considered as a subdivision of tourism in concerning to the culture of an area or a country in specific geographical areas, the lifestyle, the art of those people, their religion, history and other factors of their lifestyle and it contains tourism in major and large and historical cities and urban areas, and their cultural facilities like theatres and museums¹². Cultural tourism is a mean for individuals and societies to reach an opportunity to access and gain awareness of one another's places and pasts¹³. Therefore, it requires visits aim to see and experience to other peoples' traditions¹⁴. Also, cultural tourism is an entertainment and educational experience that combines the arts with natural and social heritage and history."¹⁵.

Richards¹⁶ and Smith¹⁷ state cultural tourism can be regarded as the movement of individuals to cultural attractions away from their normal place of residence, with the intention to gather new information and experiences to satisfy their cultural needs. More of that, cultural tourism involves visiting museums, artistic activities, galleries, cultural heritage zones; it also includes the lifestyles formed by beliefs, languages, religious activities, gastronomy, and nutrition habits, dressing of people, architectural buildings, handworks, artefacts and related atmosphere¹⁸. Thus, in tourism, culture can be represented as physical and/or material; tangible or intangible as well as the practices of everyday life¹⁹.

Nature, characteristics and contributions of the cultural tourism

Regarding World Tourism Organization²⁰, this substantial feature reveals opportunities to improve the effectiveness of national and regional tourism through the development of cultural-historical tourism - through absorption and integration of cultural-historical resources in the

at: <http://www.destinationworld.info/downloads/Cultural%20Tourism%20-%20A%20Place-Based%20Approach.pdf>.

¹² Prentice, Richard. "Experiential cultural tourism: Museums & the marketing of the new romanticism of evoked authenticity." *Museum Management and Curatorship* 19, (2001): 5-26.

¹³ Robinson, Mike and David Picard (2006), "Culture, tourism and development, UNESCO." 17 Jan 2017, <http://unesdoc.unesco.org/images/0014/001475/147578e.pdf>

¹⁴ Joseph Mbaiwa & Sakuze, Lolly. "Cultural tourism and livelihood diversification: The case of Gwihaba Caves and XaiXai village in the Okavango Delta, Botswana." *Journal of Tourism and Cultural Change* 7, (2009): 61-75; Mugalavai, Violet K. "The role of indigenous women in the sustainability of folk culture for cultural and creative tourism" in: *Local communities and participation in African Tourism of thematic proceedings of ATLAS Africa Conferences*. Edited by Van der Duim, R. and Kloek, M.E. eds (Arnhem ATLAS, 2007): 97-105; Nzama, Thandi A. "Sustainable cultural and heritage tourism development in the rural areas of KwaZulu-Natal with reference to Ntambanana Local Municipality" In: *Tourism for development: environmental sustainability, poverty reduction and empowering communities* of Thematic proceedings of ATLAS AFRICA Conferences. Edited by Katharina Zellmer, René van der Duim and Jarkko Saarinen (Arnhem ATLAS, 2010): 39-55

¹⁵ Cultural Tourism Industry Group, <http://www.culturaltourismvictoria.com.au/>

¹⁶ Richards, Greg. *Cultural tourism in Europe* Wallingford CAB International. UK, 1997

¹⁷ Smith, Melanie, *Issues in cultural tourism studies* (London: Routledge, 2003).

¹⁸ World Tourism Organization - WTO. "City tourism and culture: The European experience". A report of the European Travel Commission and of the World Tourism Organization, Spain, 2005.

¹⁹ Bridget Beattie McCarthy. *Cultural tourism: How the arts can help market tourism products – How tourism can help provide markets for the art*. Portland: Trade Paperback, 1992; Keitumetse, Susan Osireditse. "Sustainable Development and Archaeological Heritage Management: Local Participation and Monument Tourism in Botswana.", PhD diss., University of Cambridge, 2005; Smith, Melanie and Richard, Greg, *The Routledge handbook of cultural tourism* New York & London: Routledge, 2013.

²⁰ World Tourism Organization – WTO, *Tourism highlights 2012* Ed. Madrid, Spain, 2012. Accessed at http://dtx4w60xqpw.cloudfront.net/sites/all/files/docpdf/unwtohighlights12enhr_1.pdf

regional tourism product and development on this basis of a regional tourism brand. Cultural tourism is based on the "cultural heritage" which includes intangible and tangible movable and immovable heritage. Under the law of Vietnam, (Law no. 32/2009/QH12 date 18/6/2009 on amending and supplementing a number of articles of the law on cultural heritages)²¹, "intangible cultural heritage means spiritual products associated with related communities, individuals, objects and cultural spaces, which are of historical, cultural or scientific value, express the identity of communities, are constantly recreated and transmitted from generation to generation orally, through craft teaching, performing arts or in other forms" and "tangible cultural heritages are material products of historical, cultural or scientific value, including historical-cultural relics, famous landscapes and beauty spots, vestiges, antiques and national precious objects". Under this concept, cultural tourism owns several sub-types a cultural ecotourism, indigenous cultural tourism; eco-cultural tourism and socio-cultural tourism²². Cultural tourism includes besides all the visiting of historical sites and sightseeing, providing the opportunity for enjoyment of past human achievements and as part of domestic tourism, visiting those places is an object of admiration, national pride and rediscovering the achievements of our ancestors.

In addition, cultural tourism is a tool for economic development achieving economic growth by visitors' attraction outside the community-host who are with their interests and overall/partial motivation in the historical, artistic, scientific or related to lifestyle and traditions reality and facts of a community, region, group or institution. That travel is concentrated on the feeling of the cultural environment. Tourism is looking for ways to create "marketable tourism products" as well as environment for work and life. Cultural-cognitive tourism is an interaction between cultural, ethnic and historical components of the society or of the place to be used as resources to attract tourists and tourism development.

Cultural tourism contributes positively and negatively to the economic wealth of a region through its socio-economic effects which depends on the type of activity and the territorial features alike. The negative impacts are relating to risks of commodification of local traditions²³ and negative influence on cultural identities and self-understanding²⁴ such as increased crime and degradation of morality, environment, etc... In addition, Joseph Mbaiwa²⁵ emphasizes commodification of culture and commercializing traditional arts and craft can decrease the quality of cultural products.

In contrast, many advantages are created with cultural tourism²⁶ like seasonal freedom, large attendance including all categories of tourists, the possibility of development in any area ensuring a good use of resources. As presented, activities of cultural tourism are to showcase the lifestyle of cultural and ethnic groups along with their history, artefacts and monuments, cultural events as exhibitions, competitions, carnivals, festivals, concerts that they have created²⁷.

²¹ http://www.moj.gov.vn/vbpq/en/lists/vn%20bn%20php%20lut/view_detail.aspx?itemid=10463

²² Peter, Brooker, *A glossary of cultural theory* (London: Arnold, 2003).

²³ Dean, MacCannell, *The tourist. A new theory of the leisure class* (New York: Schocken Books, 1976).

²⁴ Tomaselli, Keyan, *Cultural tourism and identity: Rethinking indigeneity*. (Brill: Leiden, 2012).

²⁵ Joseph Mbaiwa. "The socio-cultural impacts of tourism development in the Okavango Delta, Botswana." *Journal of Tourism and Cultural Change*, 2 (2005): 163–185

²⁶ Minciu, Rodica. *Economica Turismului* (Uranus, Bucuresti, 2004).

²⁷ Silberberg, Ted. "Cultural tourism and business opportunities for museum and heritage sites." *Tourism Management* 16, (1995): 361-365; Smith, Melanie, *Issues in cultural tourism studies*. Taylor & Francis, 2004.

Therefore, from cultural tourism, local communities can take pride in their culture, strengthens community identity and ties and socio-economic urban regeneration from financed programmes²⁸. This is an essential in preservation and enhancement to national and local pride and spirit. Culture and heritage features are essential in building a country's image, thus cultural tourism can be one of the key instruments in developing a positive image of a country internationally.

Local products, artefacts as well as the host community in a certain locality are the main factors in cultural tourism, therefore, it can be viewed as a form of tourism that is built around cultural resources²⁹ and tourists can experience local cultures and reach opportunity to appreciate and improve their understanding of local cultures³⁰. Cultural tourism can provide a symbiotic relationship between local communities which results in satisfaction of the tourists and sustains the wellbeing of local people³¹ and due to many participants and stakeholders in the development of the tourism industry particularly by tour operators and local communities in exploring and safeguarding cultural heritage, as a result, much interaction with the tourists are gained to which leave a lasting impression on tourists³². Local communities can benefit through poverty alleviation and job creation especially in historically disadvantaged communities³³. Great potentials can be

²⁸ Jonathan Mitchell and Caroline Ashley. *Tourism and poverty reduction: Pathways to prosperity* London: Earthscan, 2010; Mugalavai, Violet K. "The role of indigenous women in the sustainability of folk culture for cultural and creative tourism" in: *Local communities and participation in African tourism of thematic proceedings of ATLAS Africa Conferences*. Edited by Van der Duim, R. and Kloek, M.E. eds (Arnhem ATLAS, 2007): 97-105; Saarinen, Jarkko. "Conclusion and critical issues in tourism and sustainability in Southern Africa." In *Sustainable tourism in Southern Africa: Local communities and natural resources in transition*, edited by J. Saarinen, F. Becker, H. Manwa and D. Wilson (eds.), (Channel view: Clevedon, 2009): 269–286; Smith, Melanie and Richard, Greg, *The Routledge handbook of cultural tourism* New York & London: Routledge, 2013; Sutherland, Margaret. *Belfast: Changing perceptions of a city through cultural tourism development*. Queen's University: Belfast, 2006

²⁹ Okech, Roselyne. N. "Promoting cultural tourism in Kenya: Focus on funerals in Luo and Luhya communities." *Tourism Review International* 12, No. 3&4, (2009): 243-258.

³⁰ Monkogoi, Lenao. "The impact of cultural tourism on the authenticity of traditional baskets in the Okavango Delta: The case of Gumare and Etsha 6 villages." Master Thesis, University of Botswana, 2009; Nzama, Thandi A. "Sustainable cultural and heritage tourism development in the rural areas of KwaZulu-Natal with reference to Ntambanana Local Municipality" In: *Tourism for development: environmental sustainability, poverty reduction and empowering communities* of Thematic proceedings of ATLAS AFRICA Conferences. Edited by Katharina Zellmer, René van der Duim and Jarkko Saarinen (Arnhem ATLAS, 2010): 39-55

³¹ Urmilla Bob and Ulrika Singh "The economic socio-cultural impacts of tourism development on Indian and African communities in Durban, KwaZulu-Natal, South Africa." in: *Local communities and participation in African Tourism of thematic proceedings of ATLAS Africa Conferences*. Edited by Van der Duim, R. and Kloek, M.E. eds (Arnhem ATLAS, 2007). 59–69; Joseph Mbaiwa & Sakuze, Lolly. "Cultural tourism and livelihood diversification: The case of Gwihaba Caves and XaiXai village in the Okavango Delta, Botswana." *Journal of Tourism and Cultural Change* 7, (2009): 61–75.

³² Lapeyre, Renaud. "The Grootberg lodge partnership in Namibia: Towards poverty alleviation and empowerment for long-term sustainability." *Current Issues in Tourism* 14, (2011): 221–234; Mugalavai, Violet K. "The role of indigenous women in the sustainability of folk culture for cultural and creative tourism" in: *Local communities and participation in African Tourism of thematic proceedings of ATLAS Africa Conferences*. Edited by Van der Duim, R. and Kloek, M.E. eds (Arnhem ATLAS, 2007): 97-105.

³³ Lapeyre, Renaud. "The Grootberg lodge partnership in Namibia: Towards poverty alleviation and empowerment for long-term sustainability." *Current Issues in Tourism* 14, (2011): 221–234; Jonathan Mitchell and Caroline Ashley. *Tourism and poverty reduction: Pathways to prosperity* London: Earthscan, 2010; Moswete, Naomi, Thapa, Brijesh and Lacey, Gary Terence. (2009). Village-based tourism and community participation: A case study of the Matsheng villages in southwest Botswana. In, *Sustainable tourism in Southern Africa: Local communities and natural resources in transition*. J. Saarinen, F. Becker, H. Manwa and D. Wilson (eds.) (Clevedon, UK, Channelview, 2009): 89–209;

gained from the cultural tourism for the lives of local people³⁴ such as cultural exchange and understanding. Cultural tourism helps preserve the cultural and historical heritage. Tourism makes an important contribution to culture and historical heritage by providing means for keeping the traditions alive and finances the protection of heritage as well as increase visitor appreciation of that heritage. In short - more public interest and more funds for protection. Tourism interest in the heritage site can be the key in providing political support for the management and protection of the heritage in question. (e.g. music and art have long been called international languages)³⁵; stimulate conservation and heritage preservation efforts³⁶; revitalize traditional building and craft industries; generate economic activity and local or regional development; and enhance community cohesiveness and pride in cultural identity³⁷. Cultural tourism is considered to be a catalyst for change, designed for stimulating economy through tourists which are generating social and economic benefits. Cultural tourism brings pride to local communities and at the same time creates cultural bondage and understanding between host and guest communities³⁸.

Stakeholders in tourism industry

There are many definitions of stakeholders to date and most of them are derived from Freeman's original definition³⁹. Freeman⁴⁰ defines a stakeholder as “any group or individual who can affect or is affected by the achievement of the organization’s objectives”. Freeman expresses relationships with several groups and individuals such as employees, customers, suppliers, stockholders, banks, environmentalists, government, members of the communities, governments, etc. exist in the organization and stakeholder is any group or individual who relates to a corporation’s operations and purpose. This definition is accepted by many scholars as Sheehan and Ritchie⁴¹, Currie et al.⁴², Waligo et al.⁴³, Gyrd-Jones & Kornum⁴⁴.

Saarinen, Jarkko, Moswete, Naomi and Monare, Masego J. “Cultural tourism: New opportunities for diversifying the tourism industry in Botswana.” *Bulletin of Geography. Socio-Economic Series*, No. 26 (2014): 7–18.

³⁴ Zeppel, Heather and Hall, Colin Michael, “Selling art and history: Cultural heritage and tourism.” *Journal of Tourism Studies* 2, No. 1 (2002): 29-45.

³⁵ Bridget Beattie McCarthy. *Cultural tourism: How the arts can help market tourism products – How tourism can help provide markets for the art.* (Portland: Trade Paperback, 1992).

³⁶ Zeppel, Heather. “Cultural tourism at the Cowichan native village, British Columbia”. *Journal of Travel Research* 41, (2002): 92-100

³⁷ Richards, Greg. *Cultural tourism in Europe* Wallingford CAB International. UK, 1997; Sutherland, Margaret. *Belfast: Changing perceptions of a city through cultural tourism development.* Queen’s University: Belfast, 2006.

³⁸ Sudipta, Kiran Sarkar, Sarat, Lenka and Babu, George P. “Cultural Tourism in Malaysia in The Perspective of Indian Tourists: A Study.” *Journal of Tourism* 16, (2010): 48-53.

³⁹ Hallahan, Kirk. “Inactive publics: the forgotten publics in public relations.” *Public Relations Review* 26, (2000): 499-515; Miguez González and Maria Isabela. “Análisis de los conceptos de público, stakeholder y constituent en el marco teórico de las instituciones públicas.” *ZER, Revista de Estudios de Comunicación* 23, (2007): 183-197.

⁴⁰ Freeman, Edward R., *Strategic management: A stakeholder approach.* Boston: Pitman, 1984.

⁴¹ Sheehan, Lorn. and Ritchie, Brent J. R. “Destination stakeholders: Exploring identity and salience.” *Annals of Tourism Research* 32, (2005): 711-734;

⁴² Currie, Russell R. et al., “Determining stakeholders for feasibility analysis.” *Annals of Tourism Research* 36, (2009): 41-36.

⁴³ Waligo, Victoria M., Clarke, Jackie and Hawkins, David R. “Implementing sustainable tourism: A multi-stakeholder involvement management framework.” *Tourism Management* 36, (2013): 342-353.

⁴⁴ Gyrd-Jones R. and Kornum, Niels. “Managing the co-created brand: Value and cultural complementarity in online and offline multi-stakeholder ecosystems.” *Journal of Business Research* 66, (2013): 1484-1493.

Four stakeholder categories have been categorized upon to their roles in tourism development as tourists, residents, entrepreneurs and local government officials⁴⁵. Stakeholders⁴⁶ are expanded to origin governments, tertiary educational institutions, and non-government organizations (NGOs) by their important role-plays in the tourism development. In the tourism context, to gain the tourism development, all parties are required to be related and reach the opportunity to influence its management⁴⁷, especially for sustainable tourism development, it must have the stakeholders' support and involvement of stakeholders into the planning process⁴⁸. Additionally, according to Mitchell et al.⁴⁹, stakeholders are considered as players (internally or externally) by their direct or indirect relationships to an organisation's management/ operation. They are classified upon to the three basic attributes: power, legitimacy and urgency in which power as “the extent to which a party has or can gain access to coercive, utilitarian, or normative means, to impose its will in the relationship”, legitimacy as “a generalized perception or assumption that the actions of an entity are desirable, proper, or appropriate within some socially constructed system of norms, values, beliefs, and definitions” and urgency “as the degree to which stakeholder claims call for immediate attention”⁵⁰.

The concept of stakeholders assumes that a destination takes central place within the relationship network of other interest and influential groups, to ensure the long-term existence of the destination, where the stakeholder is each person or group that can influence or can be influenced by meeting the goals of destination⁵¹.

⁴⁵ Sheehan, Lorn. and Ritchie, Brent J. R. “Destination Stakeholders: Exploring Identity and Salience.” *Annals of Tourism Research* 32, (2005): 711-734.

⁴⁶ Weaver, David and Lawton, Laura Weaver. *Tourism management*, (2ndeds.). (Milton, Australia: John Wiley and Sons, 2002)

⁴⁷ Sautter, Elise Truly and Leisen, Brigit. “Managing stakeholders: a tourism planning model.” *Ann. Tour. Res.* 26, (1999): 312-328; United Nations Environmental Programme – UNEP and World Tourism Organization – WTO. *Making tourism more sustainable: A Guide for Policy Makers*, Paris: United Nations Environmental Programme, 2005.

⁴⁸ Byrd, Erick, et al. “Comparison of stakeholder perceptions of tourism impact in rural eastern North Carolina.” *Tourism Management* 30, (2009): 693-703; Currie, Russell R. et al., “Determining stakeholders for feasibility analysis.” *Annals of Tourism Research* 36, (2009): 41-36; Jamal, Tazim and Stronza, Amanda. “Collaboration theory and tourism practice in protected areas: stakeholders, structuring and sustainability.” *J. Sustain. Tour.* 17, (2009): 169-189; Waligo, Victoria M., Clarke, Jackie and Hawkins, David R. “Implementing sustainable tourism: A multi-stakeholder involvement management framework.” *Tourism Management* 36, (2013): 342-353.

⁴⁹ Mitchell, Ronald K., Bradley R. Agle, and Donna J. Wood. "Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts." *The Academy of Management Review* 22, no. 4 (1997): 853-86. <http://www.jstor.org/stable/259247>.

⁵⁰ Mitchell, Ronald K., Bradley R. Agle, and Donna J. Wood. "Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts." *The Academy of Management Review* 22, no. 4 (1997): 853-86. <http://www.jstor.org/stable/259247>.

⁵¹ Sheehan, Lorn. & Ritchie, Brent J. R. “Destination stakeholders: Exploring identity and salience.” *Annals of Tourism Research* 32, (2005): 711-734.; Currie, Russell R. et al., “Determining stakeholders for feasibility analysis.” *Annals of Tourism Research* 36, (2009): 41-36; Waligo, Victoria M., Clarke, Jackie and Hawkins, David R. “Implementing sustainable tourism: A multi-stakeholder involvement management framework.” *Tourism Management* 36, (2013): 342-353.; Gyrd-Jones R. and Kornum, Niels. “Managing the co-created brand: Value and cultural complementarity in online and offline multi-stakeholder ecosystems.” *Journal of Business Research* 66, (2013): 1484-1493.

Sustainable tourism development and cultural tourism

In the report of the World Commission on Environment and Development⁵² - Our Common Future 1987, the sustainable development is firstly defined as “that development meets the needs of the present without compromising the ability of future generations to meet their own needs”. Later, enormous researches on sustainable tourism development have been conducted and the definition is being expanded upon needs of the various sectors of the economy, including the tourism.

WTO⁵³ defines “sustainable tourism development meets the needs of present tourists and host regions while protecting and enhancing opportunities for the future. It is envisaged as leading to management of all resources in such a way that economic, social and aesthetic needs can be fulfilled while maintaining cultural integrity, essential ecological processes, and biological diversity and life support systems”. The foundation for sustainable development in tourism is sustainable preservation of ecological, socio-cultural and economic components, with the presence of human activities and processes as a key factor⁵⁴. To achieve to sustainable tourism development, the most important is gaining the sustainability of the tourism management which includes sustainable tourism destinations covering a number of aspects as the responsible usage of natural resources, over-consumption and waste reduction, the use of 'clean' energy, heritage protection and natural and cultural preservation of destinations, training staff, local economic supports or customer care, etc.⁵⁵ Additionally, sustainable tourism is one of the approaches to the development of the tourism sector assisting tourism decision-makers to best balance its positive and negative effects on current and future population⁵⁶. As being one of the tourism sub-types, cultural tourism should also be developed in sustainable manner which can lead to sustainable development for the “non-smoking” industry. In addition, Robison & Picard⁵⁷ states “the value of culture is taking place as the very cornerstone of economies and development agendas and tourism is an important element of emergent transnational ‘cultural economies’ – or economies of the cultural – in that it provides and connects new audiences, and generates new pressures and new opportunities”. Besides, Cultural tourism is for cultural exchange, promoting understanding and for cultural diversity to flourish of which both an important means of individual personal fulfillment and a

⁵² World Commission on Environment and Development - WCED. *Our Common Future*, (Oxford University Press. Oxford, 1987).

⁵³ World Tourism Organization – WTO, *Tourism Highlights Edition 2001*. (English version). Retrieved from <http://www.e-unwto.org/doi/book/10.18111/9789284406845>

⁵⁴ Swarbrooke, John. *Sustainable tourism Management*, Oxon-New York: CABI Publishing, 2000; Vukonić, Boris and Čavlek, Nevenka. *Rječnik turizma*, Zagreb: Masmedia, 2001; Đukić, Antonijie, *Menadžment prirodnih resursa i ekologija u turizmu: Metode i modeli*. Dubrovnik: Veleučilište u Dubrovniku, 2001; Črnjar, Mladen and Črnjar, Kristina, *Menadžment održivog razvoja*. Opatija: Fakultet za turistički i hotelski menadžment Opatija, Sveučilište u Rijeci, 2009

⁵⁵ United Nations Sustainable Development. *United Nations Conference on Environment and Development. Agenda 21*, Brazil: Rio de Janeiro in 1992. Accessed 16/6/2016 at <https://sustainabledevelopment.un.org/content/documents/Agenda21.pdf>

⁵⁶ United Nations. *Managing sustainable tourism development: ESCAP tourism review No. 22*, (New York, NY: United Nations, 2001).

⁵⁷ Robinson, Mike and David Picard (2006), “*Culture, tourism and development, UNESCO.*” 17 Jan 2017, <http://unesdoc.unesco.org/images/0014/001475/147578e.pdf>

major industry generating jobs and investment and it depends upon both ancient history and the most up to date technology; it has both local and global environmental implications⁵⁸.

METHODOLOGY

The study aims to present findings from related literature on cultural tourism in journal papers, publications, reports, etc. and interview primary data. Primary data is from interviews/survey through 130 collected questionnaires to tourists (including 30 international tourists); 13 tour guides and leaders, managers/ owners from 4 tourism businesses, 5 craft villages' owners, 3 the local authorities and 4 cultural heritage management officers. Later, the statistical method employed in this study to analyse the data. The questionnaires are distributed and collected to/from tourists by Google docs and by the support of the tourist businesses aiming to explore with

- 130 tourists (100 domestic and 30 international tourists) to seek their concepts on what cultural tourism is, expectations and feelings after their visit to cultural attractions / places. 172 questionnaires were sent and collected on their last day of the tour. The 156 out of 172 responses were collected, eliminated and filtered the unsatisfactory data and finally 130 questionnaires were able to use.

- 4 tourism businesses (7 tour guides and leaders, 6 managers/ owners) to have crosscheck and to find their concepts on cultural tourism, difficulties and advantages from the tour organisers, and the possibility to open a separate cultural tour in Phu Quoc island, tourist feelings after visiting to the cultural attractions. Tour guides and leaders own experiences from 4 years and above.

- 5 craft villages' owners to understand the touristic development plan for the villages, cultural tourism perceptions, government supports, environment protection, etc. of which are directly interviewed based on the semi-structured questionnaires.

- 3 the local authorities and 4 cultural heritage management officers to discover viewpoints of local authorities, protection and preservation of the cultural attractions, any existing development plan or supportive policy for the tourism development.

FINDINGS AND DISCUSSIONS

Overview of the cultural tourism and its potentials in Phu Quoc

In 2016, Phu Quoc received more than 1.45 million tourists, exceeding 20.8% of the plan, up nearly 63% in comparison with 2015, of which 201,132 international tourists, increased by 38, 5%. Total tourism revenue is over VND 8,920 billion, 32.4% up with the year 2015⁵⁹. In 2017, Phu Quoc is planned to attract more than 1.8 million tourists, up to 25.5% as of 2016, in which international tourists will be over 300,000, increasing about 42.7%. Total tourism revenue is more than 11,150 billion VND, up to 25% over 2016. In addition, there are around 220 projects invested in tourism (for 79% of investment projects in total in the province) valued VND 222,000 billion, of which 167 investment project certificates have been granted with the total capital of VND 126.643 billion and 30 projects have been put into operation with an investment capital of more than VND 31 billion⁶⁰.

⁵⁸ European Association Historic Towns and Regions – EUAHTR, *EU Sustainable Tourism Guidelines*, 2009.

⁵⁹ <http://vietnamtourism.gov.vn/index.php/items/22351>

⁶⁰ <http://vietnamtourism.gov.vn/index.php/items/22351>

In term of the intangible culture, Phu Quoc island is filled with colorful folk culture with legends, folk songs and beliefs cultural historical relics, revolutionary history, customs and habits of island residents, fishing villages and traditional handicraft villages, etc. Each of the tourist sites are in connection with a few legends, such as the legend of the establishment/ the birth of Caodaism, King Gia Long - Nguyen Anh, Nguyen Trung Truc – a Vietnam hero... Many unique traditional festivals in Phu Quoc lure tourists with their excellent performances and activities as Vu Lan festivals – Amnesty of Unquiet Spirits held during the seventh month of the lunar year; the music festival held twice a year which is lasting 14 days, Phu Quoc Green, Mother Goddesses, Nghinh Ong (whale worshipping), annual boat racing, etc. most of the festivals are organized in the local mood, they are not shown out to the publish and tourists come with purpose of “seeing”, not “joining”. Most of the attractions do not have guides which help tourists understand deeper on the festival contents which is not impressed to tourists and expressed out their special characteristics.

In light of tangible culture, there are many sacred and ancient pagodas/ temples and festivals for the worships to saints or deities and the heroes who blesses to the peace of the island and local inhabitants such as Sung Hung ancient pagoda, Ho Quoc Pagoda, Hung Long pagoda, Dinh Cau temple, etc. In addition, ancient structured houses are deniable and unforgettable places to tourists which show out the traditional and unique characteristics of the local inhabitants in the island. At present, Phu Quoc has about 15 ancient houses. Craft villages as fishing village, fish sauce producing village, pepper growing village, pearl culturing and dog feeding village are places for tourists to gain their understandings and experiences on how to produce, cook and make the craft products as well. Later, they can buy as their souvenirs. In term of the historical cultural attraction, Phu Quoc is also a region with rich history from the French and American wars in Vietnam. Many historical relics associated with the anti-French and American wars as Coconut Tree Prison historical relics - a beautiful symbol on revolutionary heroism will be actually unforgettable experience, Phu Quoc Originality museum, etc.

Concerning to the cultural issue, gastronomy is also a great issue to all the tourists. There are many kinds of specialties. Each of regions in Vietnam has a different and own culinary style. The specialty of Phu Quoc gastronomy is the interference of the processing ways of Vietnam – Chinese and Khmer (Cambodian) which create the unique in the flavor and taste in comparison with other places. Also, to most of domestic tourists, travelling to Phu Quoc, fresh seafoods as squids, crabs, clams, fishes, etc. which are fished/ caught by themselves and cooked by very skillful and traditional chefs are unforgettable.

Findings from the survey and interviews.

According to travel companies, they only organize separate/ private cultural tours under tourists’ own orders and needs. About 98% of tour operators do not organize the private cultural tours. The Phu Quoc tours are normally packaged in 3 to 4 days of which activities are spreading in many activities including cultural sites/ attractions visit because tourists expect to experience with a variety of activities during the trip. As for them, in case, the tour is only open for single cultural discovery, this may be bored and is not interesting. These results are consistent with tourists’ responses. About 98% of tourists are not interested in the “so-called” cultural tourism. The different result exists between domestic and international tourists.

- As for domestic tourists - more than 98% tourists would like to have the travel in which they can enjoy and experience a variety of activities because the travel will become monotonous if they are only for the cultural travel except that they are in a group or originations as corporates, social groups, schools. In this case, they come to these places for their practical studies or their special purposes. Besides, 98% domestic tourists don't feel exciting or interesting when they visit cultural sites. This is because most of the cultural sites are same or familiar with the ones in their hometowns even though the site legends or histories can be different. 80% of the individual tourists (self-tourist) are not paying visits to historical relics, pagodas, festivals and craft villages and 90% of packaged tourists pay a very quick visit to cultural sites because, with them, Phu Quoc is a place for the nature and beach. Most of domestic tourists put in their minds that Phu Quoc is for beach bathing, seafood, and products of craft villages as pepper, fish sauce, etc...85% domestic tourists and 69% international tourists state that it seems festivals are open in a "closed" mood as of which they are not joined or participated into the festivals.

- As for international tourists, they are much interested in the cultural explorations of their travels. 95% of them are interested in discovering/ understanding about Vietnam's cultures like lifestyles, craft villages, gastronomy, history, artefacts and monuments, exhibitions/ museums, competitions, carnivals, festivals, concerts. Besides, visiting, experiencing, they are able to buy products of the traditional craft villages; enjoy the culinary arts. In the aspect of gastronomy, 90% domestic tourists and 30% international tourist feel the difference and special does not exist in cuisine even Phu Quoc has a great source of fresh and tasty sea foods. In long-term strategy, this can cause the competitive of Phu quoc decrease.

In the viewpoints of most of owners and those who are employing in craft villages, 75% of them show their attentions are not paying to the "so-called": cultural tourism. In their points of view, the "so-called" of culture and the tourism (even sustainable tourism) concepts is not important because, crafts are seen as their employments to earn for their lives in which they are kept and passed from generation to generation and they develop and produce traditionally. They only try their best to gain the best effectiveness and efficiency of their doings. They express their limits on tourism knowledge. They do not really feel the importance and have no the development plan and trend to promote to be the best as it can. With them, to widen their businesses, there are many constraints such as seasonal dependency, local government supports, market development, human resources, capital, technology and knowledge, etc.

As in the interview results of local authorities and site managers, Phu Quoc tourism growing fast, thus, the preservation and conservation of the monuments or cultural attractions/ sites cannot follow. Besides, complicated requirements in documentations from government, financial resources and knowledge are problems which hinder the preservation and conservation. Additionally, local government supports have been planned which is being conducted aiming to enhance and promote the cultural resources and tourism to be developed but the results are still limited.

Recommendations for the cultural tourism development

Cultural tourism is an important source which contributes to the tourism development. However, "how it develops" is in questions. From the above analysis, some recommendations are made as follows:

- Improvement effectiveness of state management of tourism: The local government officer should be enhanced in knowledge and skills to support more to the local. State and local authorities need to build up stable material zones, seeking markets for their products, taxation incentives, capital support, etc. Related authorities should have support programs on the construction of environmental/ waste pollution processing in villages, low-rate credit to widen businesses and apply new technology to the production. Training or provision of training courses to local inhabitants and other stakeholders on how to produce/ trade and make tourism in sustainable manner is an urgent task because this helps their businesses and organisations in particular and Phu Quoc tourism industry in general become sustainable and gain benefits and profits in the long-term.

- As for the enhancement of capital mobilisation and tourism advertisement, as known, capital/ finance investment is importance to the tourism development. This capital investment is to enhance the infrastructure and preservation/ protection to the sites. A long with this, the tourism advertisement through TV, brochure, media tools, other publications, etc. should be paid attention more with focus on festivals' and craft villages to attract more tourists.

- In term of human resources training and development, the professional knowledge and skills are really importance in tourism context. This is the key of the tourism development. Professional cultural knowledge should be equipped to guide, interpret to visitors for their deep understanding to the local culture in private and Vietnam culture in general. Training courses of management skills, environment protection, and technical application, legal updates, etc. should also be provided to business owners, employees who are working in the tourism industry and even staff of government authorities, etc.

- Tourism development must contribute to preserving and promoting Vietnamese cultural values and customs and tourism is the driving force, creating resources to promote cultural preservation/ conservation. Revenues from tourism aim to contribute positively to conservation/preservation. Tourism development must be along with the raise of local community standards both from the physicality and the mentality and the tourism development is also go with the development of Vietnamese cultural products, cultural characteristics of Phu Quoc via the heritage, relics, festivals, lifestyle, craft villages, gastronomy. Traditional culture should be combined with folklore and contemporary cultures in tourism products. Investment and policy should be cared as proper investment in conservation, preservation of cultural values, investment in new cultural works; and International cooperation and enhancement of the international financial, technical support, recognition, protection and respect for cultural institutions and values especially to the promotion of cultural values and honoured to bring sustainable benefits to the generations of tourists. The true values of tradition are respected. Also, the development of infrastructure, technical facilities should be emphasized such as restoration, conservation/ preservation, recognition and protection of monuments, heritages, religious relics and beliefs, traditional craft, etc. Besides, cultural works which create attractiveness like entertainment centers, cultural and sport service establishments, etc. in service of tourist development.

- Diversification of cultural tourism products should be put into the attention. Besides, relationships enhancement among stakeholders should be built up urgently to bring and promote benefits not only for their businesses but also for tourism industry. It is a value chain cycle for the island. However, 100% of tourist businesses hope to build up relations for tourism development and their business improvement of effectiveness and efficiency.

CONCLUSION

Cultural tourism focuses essentially on the culture and cultural environments including landscapes of the destination, the values and lifestyles, heritage, arts, customs and values, industries and leisure pursuits of the local population and the host country and its beneficial contributions to the community are recognized. In Phu Quoc, the cultural tourism exists (not a private/separate tour) in combination with other tourism types and it is not development as its potentials. Therefore, in light of its development, some above mentioned recommendations as guidelines should be applied.

The study is done in Phu Quoc island; thus, some limitations arise in which the first is on study scope and the second is on the samples which were collected by the convenience method and at the small size. The results are various because the respondents are not distinguished between groups or ages, or the experienced and the un-experienced. Hence, the study does not generalize the overall evaluation. The study can be conducted with larger sample size, the broader/ deeper scope of research and applications. As a result, further researches can be done in other places.

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THE STATUS OF ETHNO-MEDICINAL PLANTS AMONG THE OROMO'S OF SOUTH-WESTERN ETHIOPIA: ISSUES, CHALLENGES AND OPPORTUNITIES

MILKESSA EDAE TUFA¹

ABSTRACT

THIS ETHNOGRAPHIC PAPER DEALS THE OPPORTUNITIES AND CHALLENGES OF ETHNO MEDICINAL PLANTS IN SOUTHWESTERN ETHIOPIA WITH PARTICULAR REFERENCE TO JIMMA ZONE. ETHNO MEDICINAL PLANT SPECIES AND THEIR PRODUCTS HAVE BASE ROCK PART OF THE INVENTORY OF MEDICINAL INGREDIENTS USED IN VARIOUS CULTURES SINCE ANCIENT TIMES. THE STUDY WAS CONDUCTED TO COLLECT, EXPLORE, AND IDENTIFY AND ANALYSIS ETHNO MEDICINAL PLANTS. ACCORDINGLY, DATA WERE GATHERED FROM COMMUNITIES VIA KEY INFORMANT INTERVIEW, FGDS AND NONE PARTICIPANT OBSERVATION. THE SENSE OF CONTROL IS THE PRINCIPAL FACTOR; WHEN PROFESSIONAL CARE IS NOT IMMEDIATELY AVAILABLE, INCONVENIENT, COSTLY AND TIME-CONSUMING PATIENTS BELIEVE THAT BIOMEDICINE HAS FAILED SO THAT THEY USE HOME REMEDIES FOR ACUTE CONDITIONS SUCH AS COLDS, STAINS, PAINS, ACHES AND ETC. SOMEETHNO MEDICINAL PLANTS SPECIES ARE DOCUMENTED AND DESCRIBED. IN ADDITION, ETHNO MEDICINAL PLANTS ARE DOCUMENTED WITH THEIR CORRESPONDING LOCAL AND SCIENTIFIC NAMES IN THIS PAPER. THE RESULTS OF THE ANALYSIS REVEALED THAT THE UTILIZATION OF ETHNO MEDICINAL PLANTS AMONG THE OROMO'S OF JIMMA ZONE IS CHALLENGED AND DISTORTED BECAUSE OF OUTSIDE AND INTERIORFACTORS. THUS, SPECIAL CARE SHOULD BE GIVEN FOR THE PRESERVATION OF THESE ETHNO MEDICINAL PLANTS.

KEYWORDS: ETHNOGRAPHIC, ETHNO MEDICINE, FOLKLORIC, FOLK HEALER, FOLK MEDICINAL PLANTS, INDIGENOUSKNOWLEDGE.

1. INTRODUCTION

As literatures show, utilization of ethno medicine predates human history. Well recorded and standardized ethno medicine usage in India and China attest to this assertion. In India, Ayurveda has been in use since 2500 B.C. and in china until the advent of western biomedicine in the 16th century people had entirely been using ethno medicine. Large portions of ethno medicine are often extracted from plants because plants are arsenal of the chemicals. In India, for instance,

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around 20,000 ethno medicinal plants have been recorded though indigenous communities are using only 7,000-7,500 plants for curing different diseases².

Consequently, major pharmaceutical industries depend on the plant products for preparation of *Ayurvedic* medicine. Due to its integration in the pharmaceutical industries, the *Ayurvedic* system of medicine nowadays is widely accepted and practiced both in India and in the developed countries such as Europe, United States and Japan. Overall, plant derived remedies have been the first line of defense in maintaining health and combating diseases.

In Ethiopia too, medicinal plants have been used as indigenous medicine to treat different illness by the local healers from distant past³. Traditional medicinal plants in the country have sustained credit mainly for historical, ecological and cultural reasons⁴. Yet, in relation to other countries such as India and China, appropriate documentation and legislation of ethno medicinal plants utilization is more likely absent in Ethiopia. Fassil⁵, argue that ethno medicinal plants in Ethiopia are estimated to be 700 species. And most of ethno medicinal plant species in Ethiopia are confined to the southwestern regions of the country⁶. But this part of the country has received less research attention than it should be had deserved.

In fact, Haile and Dilnesaw⁷, have conducted a research on the ethno medicinal plant knowledge and use by local healers in the Sekoru district of Jimma Zone and documented 27 plant species of medicinal importance. Notwithstanding, their study has primarily focused on indigenous healers rather than documentation of ethno medicinal plants. Haile and Delenasew recommended that awareness creation should be made among the healers to avoid erosion of the indigenous knowledge and to ensure its sustainable use and conservation as indigenous knowledge transferring was oral and some healers were not transferring it all. They also suggested physiochemical and biological activity studies on the investigated medicinal plant species to utilize them in drug development.

Therefore, there is knowledge gap in relation to broader ethnographic documentation, challenges and opportunities folk medicinal plants utilization in southwestern Ethiopia were bulk of ethno medicinal plant species in the country exist. The present ethnographic study aims to reflect on this gap. The study intended to investigate inventory of ethno medicinal plants alongside identifying opportunities and challenges of development.

² Samy, R.P., P. Gopalakrishnakone, H. Bow and V.T.K. Chow (2008). Purification, characterization and bactericidal activities of basic phospholipase A2 from the venom of *Agkistrodonhalys* (Chinese pallas). *Biochimie*, 90: 1372-1388, 100

³ Kebede Deribe, Alemayehu Amberbir, Binyam Getachew and Yunis Mussema (2006). A historical overview of traditional medicine practices and policy in Ethiopia. *Ethiop. J. Health Dev.* 20(2):127-134

⁴ Kebede et al., *A historical overview of traditional medicine...*; Lemessa Mergo, et.al.(2013). *Ethno medicinal Exploration of Haanqu Fruit among the Oromo of Ethiopia*. *International Journal of Research in Sociology and Social Anthropology*. Vol.1 No.1; Abiyot Berhanu (2002). Use and Conservation of Human Traditional Medicinal Plants in Jabitehaan Wereda, West Gojam. M.Sc. Thesis (Unpublished), Addis Ababa University.

⁵ Fassil Kibebew, 2001. The Status and Availability of Oral and Written Knowledge on Traditional Health Care in Ethiopia. In: Conservation and Sustainable Use of Medicinal Plants in Ethiopia, Proceeding of The National Workshop on Biodiversity and Sustainable Use of Medicinal Plants in Ethiopia, 28 April-01 May 1998, pp 168-175. (Medhin Zewdu and Abebe Demisseieds.), IBCR, Addis Ababa.

⁶ Abbikn, J. (1995). Medicinal and Ritual Plants of the Ethiopian South West An account of

⁷ Haile Yineger and Dilnesaw Yewhalaw, 2007. Traditional medicinal plant knowledge and use by local healers in Sekoru District, Jimma Zone, Southwestern Ethiopia, *Journal of Ethnobiology and Ethnomedicine*, 3: 1-7.

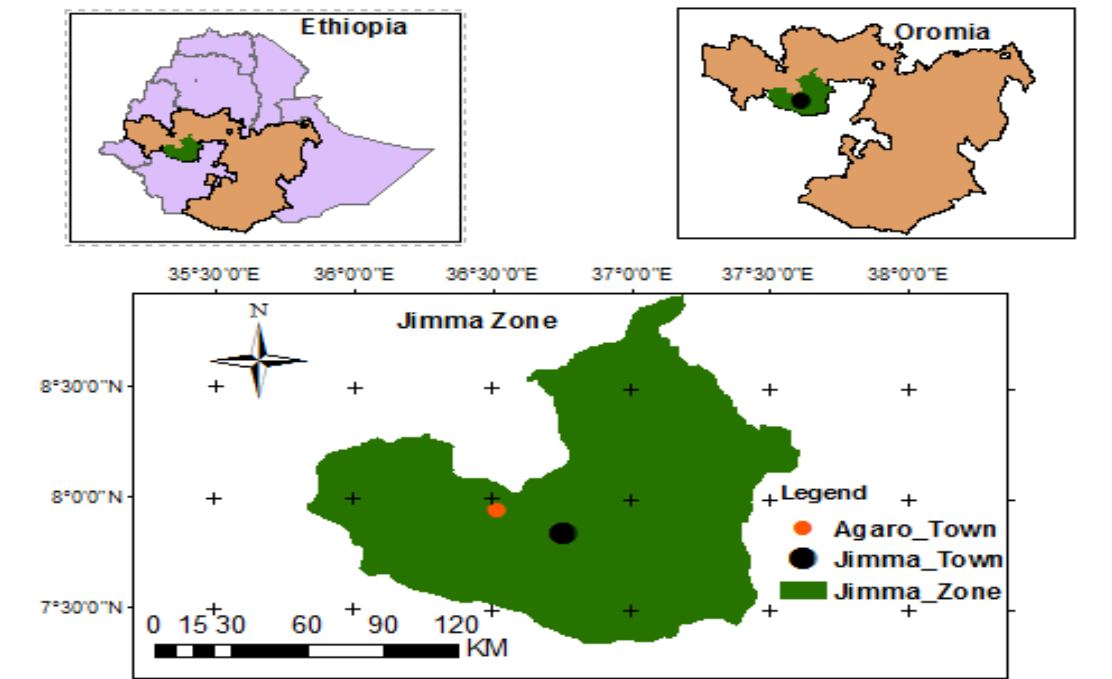
2. RESEARCH OBJECTIVES

- To conduct an inventory study on the ethno medicinal plants being used by local communities in the southwestern Ethiopia;
- To identify possible opportunities that can be emulated for larger impact from local communities custom of ethno medicinal plants utilization;
- To spot out challenges (if any) threatening sustainable use of ethno medicinal plants and
- To find out mechanism for further development of ethno medicinal plants use.

3. RESEARCH METHODS

Qualitative research approach and ethnographic research design were employed. And Jimma Zone was selected judgmentally due to its most immediacy to Jimma university's reasonable research radius and its core location in the most forested region of Ethiopia in general and southwestern Ethiopia specifically. To find out possible variations and responsible factors rendering the variations both urban and rural contexts were considered. Through purposive sampling, Jimma and Agaro towns were selected to understand scenario in the urban context. As well as Dedo and Shebe Sombo districts (located in Belete Gera forest Eco zone) were selected to explore the rural setting of the study area. Besides, none participant observation, Focus group discussion, key informant interview and document analysis were used to generate data. In addition, tables, plates, thematic categorization and quoting field narrations were used to data analysis.

Figure 1: Map of the study area



Source: Municipal Administration of Jimma Zone

4. RESULTS AND DISCUSSION

4.1 Inventory of ethno medicinal plants

The result of none participant observation, interview and document analysis has shown 80 different types of ethno medicinal plant species utilized in health care system (Table 1) ,nearly two-fifth (43%- or 23 plant species) leaf part used to treat different sickness. Both rural and urban areas use these ethno medicinal plants and 10 of them are used in both. Furthermore, in urban areas relatively established folk healers/herbalists provide health care service. Rural people are more reluctant to provide information ethno medicinal plant species than the urban ones.

Table 1: Some ethno medicinal plants in Jimma Zone

Local name	Botanical name	Parts used	Disease under treatment	Plant type, cultivated/wild
<i>Abusuuda</i>	Black cumin	Seed	Headache	Domestic
<i>Abbayyii</i>	Maesalanceolata	Stem	Diabetic	Wild
<i>Atuchii</i>	Verbena Officilis	Root	Asma	Wild
<i>Hadhooftu</i>	Aloe Calidophylla	Leaf	Swelling, itching	Wild
<i>Mommooqqoo</i>	Rumexabyssinicus	Root	Blood pressure	Wild
<i>Waleensuu</i>	Erythrina	Leaf	Anti-pain for wounded body	Wild & Domestic
<i>Bisaannaa</i>	OleaHothSetteri	Leaf	Curing hazard wound	Wild
<i>Dimbilaala</i>	Foeniculumvulgare	Leaf	Diabetes and blood pressure	Domestic
<i>Banjii</i>	Stereospermumkunthianum	Root	Teeth illness	Wild
<i>HiddaReeffaa</i>	Zehneriascabra	Root	Delivery activator	Wild

According to data gathered via focus group discussion among ethno medicinal plants which found in study areas 12 are for their roots,4 for their fruits, 6 for their seeds,2 for their flowers,1 for its bark,1 for its stem and 5 for their leafs are utilized as ethno medicine. In other

hand, some ethno medicinal plants' names have not been mentioned for the sake of confidentiality and patent right issues involved in this regard those folk healers are serious concerned about them. But, photographs of some of these ethno medicinal plants used for treating human and livestock ailments have been taken and described.



Fig 3: Ethno- medicinal plants and healing practices

4.2 Opportunities Identified

Diversity of plants used in ethno medicinal care is identified as primary opportunity to tackle different human and livestock ailments. There also lies the potential for syncretism of ethno medicine and biomedicine and/or opportunities for medical innovation. Folk healers obtain their drugs mainly from natural substances implying that there is medicine at hand for natural

dependent diverse cultures. The persistent use of ethno medicinal plants seen as medical opportunity in study area. Ethnographic evidences show that patients continuously use herbal therapies for several reasons.

First, the sense of control is the principal factor; when professional care is not immediately available, inconvenient, costly and time-consuming patients believe that biomedicine has failed them so they use home remedies for acute conditions colds, stains, pains, aches and etc. In the rural area vast sections of the rural population have no access to modern medicine. Second, cultural factors encourage the use of ethno medicinal plants due to lifelong tested environment and culture relationship. Accordingly, the products of natural plants are perceived to be healthier than manufactured ones due their organic content. Furthermore, the fact those physicians often give notice to herb as harmless placebos⁸.

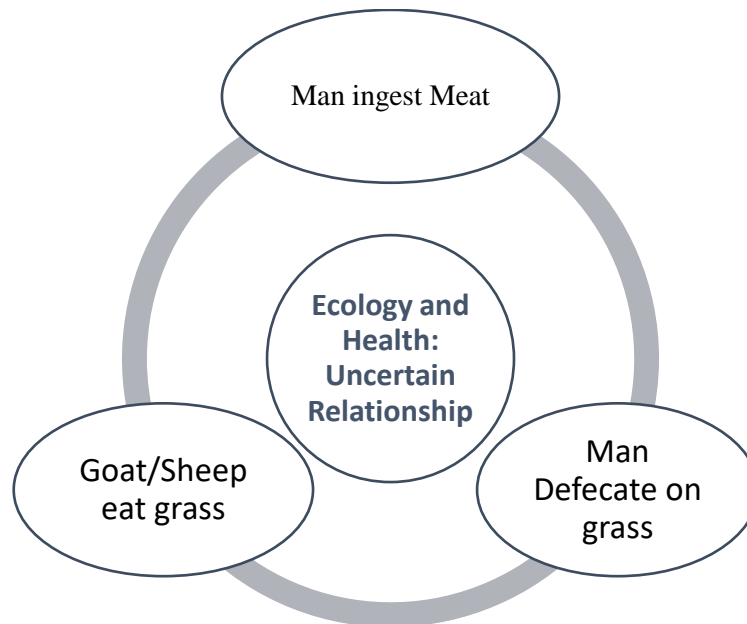
The data obtained from key informant interview revealed that interest in ethno medicine cannot merely be attributed to the lack of access to the modern medical services but more importantly to cultural acceptability of the healers, the esteem they have and their easy accessibility to patients. Further, the healing process is made in shared confidence and payment is different from the payment of system formal health services but more important as healers receive payment based on their earlier healing experience and socio-cultural bond (often in goods in rural areas). Even in Jimma zone where modern health care services are more accessible many people continue to go to folk healers.

4.3 Challenges

It has been found that the introduction of modern education accompanied by the wide spread use of bio medicine, religious factors (western religion), spirit of urbanization (rising demand for house ,fire woods and construction) have been leading to extreme deforestation and contributed to reduction of ethno medicinal plants and their utilization in study area. In other way, ecology and health always have uncertain relationship posing challenges in maintaining health. The formal preoccupation with modernization ravaging indigenous knowledge. Lack of warranted mechanism of knowledge transfer and equivalent English terms for local names of ethno medicinal plants impinge on desirable development of ethno medicine.

⁸ Lisa Corbin Winslow, David J. Kroll (1998). Herbs as Medicines. Arch Intern Med. 158(20):2192-2199. doi:10.1001/archinte.158.20.2192; J. Wang and X. J. Xiong (2012). "Control strategy on hypertension in Chinese medicine," Evidence-Based Complementary and Alternative Medicine, vol.4.

Figure 2: Ecology and Health: Uncertain Relationship



There are a numerous challenges against ethno medicine such as increasing decline in natural resource base, lack of integration of ethno medicine in national health care system, lack of standardized audit and regulation mechanism (e.g. registered warranty for benefit sharing, absence of evidence- based and culturally relevant policy to guide conservation and lack of formal mechanism for systematic documentation and the resultant perpetual dependence on highly concealed oral means of ethno medicinal plants and its indigenous knowledge system transmission. These can be redressed by giving critical focus to marmalade ethno medicinal plants use and their integration in national health care system through feasible policy, proclamation and program by the public and relevant stakeholders.

4. CONCLUSION

According to data that generated from FGDs, although ethno medicinal plants have been used to treat diverse ailments in both rural and urban areas the bulk of species exist wild. As one opportunity, this shows that there is medicine at hand for nature dependent local communities. The system provides essential opportunity, especially in fulfilling needs unmet by bio medicinal system (providing opportunities for complementary development). Further, there are also other opportunities; pharmaceutical and medical Anthropological studies can be carried out, institutionalized research and training can be carried out on ethno medicinal plants in order to integrate them with bio medicine for holistic development of health system.

SUGGESTIONS FOR FURTHER DEVELOPMENT

To appropriately draw benefits from the development of ethno medicine; there should be promotion of the utilization and development of ethno medication system through ethno medicinal education, training (long and short term), ethnographic research (trans-disciplinary), skills

development, services and therapies. Thus, to successful do this ethno medicine should be integrated in curricula and healthcare system (integration of biomedicine with ethno medicine for holistic healthcare services). Not only this but, experience sharing is commendable from success stories such as the states of India and China. Informed use of WHO's strategies on ethno medicine is necessary, e.g. the strategic directions set for six year (2014- 2020). Based on research finding policy- relevant trans-disciplinary thematic research is required. Workable policy and translation of the same into easily executed proclamation and program for effective implementation is also essential. Finally, suitable university-industry linkage is needed.

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CONFLICT OF INTERESTS

I declare that there are no financial, professional or personal competing interests that might have influenced the performance or presentation of the work described in this manuscript.

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THE CULTURAL COMPONENT IN SPANISH (L2) TEXTBOOKS PUBLISHED IN COMMUNIST ROMANIA

Răzvan BRAN¹

ABSTRACT

CULTURE PLAYS AN ESSENTIAL ROLE IN USING EFFICIENTLY FOREIGN LANGUAGES, ESPECIALLY NOWADAYS, IN THE ERA OF GLOBALISATION. THUS, THE PROCESS OF TEACHING/ LEARNING FOREIGN LANGUAGES SHOULD TAKE INTO ACCOUNT THE MULTICULTURAL ENVIRONMENTS AND ACHIEVING THE INTERCULTURAL COMMUNICATION SHOULD BE ONE OF ITS MAJOR OBJECTIVES. AFTER CEAUSESCU'S ELECTION AS A GENERAL SECRETARY OF THE COMMUNIST PARTY, ROMANIA ENTERS A PERIOD OF LIBERALISATION AND, AS A CONSEQUENCE, AMONG OTHER BENEFITS, ROMANIAN STUDENTS BEGAN TO STUDY FOREIGN LANGUAGES (ENGLISH, GERMAN, FRENCH, SPANISH) AS SCHOOLS SUBJECTS. FOREIGN LANGUAGES TEXTBOOKS PUBLISHED IN ROMANIA DURING COMMUNISM CONTAINED A GREAT DEAL OF IDEOLOGICAL ELEMENTS AND TRIED TO EXALT THE REGIME. THE TEXTBOOKS OF SPANISH (L2) ANALYSED HERE CONTAIN A WIDE RANGE OF CULTURAL ASPECTS, BUT THE MOST PART OF THEM REFER TO ROMANIA (HISTORY, ECONOMIC ACHIEVEMENTS, NATURAL BEAUTIES), WHILE THE REFERENCES TO THE SPANISH SPEAKING WORLD ARE LESS, DUE TO THE CENSORSHIP. SO CULTURE AND TEACHING FOREIGN LANGUAGES BECAME INSTRUMENTS OF THE COMMUNIST PROPAGANDA, THAT INSISTED ON THE INDUSTRIALISATION, ROMANIAN NATIONAL IDENTITY, PATRIOTISM, GLORIOUS PAST AND BRIGHT PRESENT.

KEY WORDS: INTERCULTURAL EDUCATION, TEXTBOOKS, SPANISH AS A FOREIGN / SECOND LANGUAGE, NATIONAL IDENTITY, ROMANIA, COMMUNIST IDEOLOGY, PROPAGANDA

1. INTRODUCTION

The present paper looks at the textbooks of Spanish as a second / foreign language published in Romania during the communist regime. More precisely, it aims to analyse the cultural elements used as instruments of manipulation and ideological propaganda. Moreover, we will refer to the role of culture in the process of teaching-learning foreign languages, as a sine qua non condition to become an efficient language user, and we will analyse how intercultural education was achieved in the communist social context. Lastly, we will refer to the role played by school as an instrument of the ideological propaganda of the Romanian Communist Party.

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The main objective of our paper is to look back at the communist educational system and investigate its teaching materials (namely, textbooks of Spanish) in order to identify the ideological elements. Teachers should be aware of the long term consequences of the ideology in school. They should select those methods and materials that encourage the intercultural communication and values such as tolerance and acceptance.

2. GENERAL CONSIDERATIONS UPON THE RELATION BETWEEN LANGUAGE AND CULTURE

The relation between language and culture is not a novelty and it has been claimed in the field of applied linguistics and language teaching since the 20th century². These two constructs cannot be separated in different mental compartments, because of their permanent and complex interrelation and interaction. Language and especially vocabulary reflect the cultural development of a particular community and a wide range of aspects that define its identity: art, religion, history, tradition, customs, mentality. Moreover, Whorf³ referred to both an individual interpretation and a social categorisation of the extralinguistic reality and it is language that expresses these processes of conceptualisation.

Language defines communities and reflects a certain mentality. Sometimes, a non native speaker might not understand some aspects related to social behaviour or reactions, food or customs. Let us take just a few examples that suggest the differences in interpreting reality and social relations expressed by language: lexical and semantic differences (the meanings covered by the English word *leg* in Spanish are expressed by two lexical units, namely *pierna* and *pata*); the English pronoun *you* and the variety of addressing forms in Spanish: *tú* vs *vosotros* / *vosotras* vs *usted* / *ustedes*; linguistic taboo; idioms; communicative functions (greetings, eating out or invitations), that reflect customs, social relations and mentalities.

Therefore, in order to understand the behaviour and the mentality of a linguistic community and become an efficient speaker (or language user), one should be aware of the cultural differences and similarities. Nowadays in the area of teaching-learning foreign languages, the cultural component plays a fundamental role, also emphasised by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (hereinafter CEFRL).

In his work, Sánchez refers to the modern man as a *Homo loquens*⁴, due to the importance of the communicative competence in our society⁵, and says that the two main factors in shaping this communicative are both language and culture. Consequently, we should design a methodology to enhance the integration of these two constructs in the teaching process.

Nevertheless, laying the emphasis on the relation culture - language when teaching / learning foreign languages is important not only from the angle of communicative efficiency, but it is also part of the intercultural education.

² In 1957, R. Lado proposed in *Linguistics across cultures* the concept of *Elementary Meaning Units* (EMU), cultural units based on the relationship between language and culture.

³ Benjamin Lee Whorf, *Language, thought and reality* (Cambridge: MA, Willey, 1956).

⁴ Aquilino Sánchez, *La enseñanza de idiomas en los últimos cien años. Métodos y enfoques* (Madrid: SGEL, 2009), 309.

⁵ The professional environment always require social interaction and presentations, that imply public speaking abilities, persuasion, emotional intelligence, etc.

3. INTERCULTURAL EDUCATION

In the context of globalisation, multiculturalism and internet, (inter)cultural education is a sine qua non condition for every citizen who aims not only to be an efficient language user, but also an open-minded and tolerant person, who acts in different multicultural contexts at work, in their personal and social life, while traveling. By knowing and understanding the cultural differences and specificity, one can have a tolerant attitude towards the alterity. This is one of the main objectives of the modern education and its importance is highlighted in the most recent documents of educational policy. The Common European Framework says that “in an intercultural approach, it is a central objective of language education to promote the favourable development of the learner’s whole personality and sense of identity in response to the enriching experience of otherness in language and culture”⁶.

Intercultural education refers to “the knowledge of the shared values and beliefs held by social groups in other countries and regions, such as religious beliefs, taboos, assumed common history, etc.”⁷. Beyond the individual or culture-specific peculiarities of these elements, they also relate to more universal parameters and constants. This type of education is based on humanistic values such as liberty, tolerance, the comprehension of the otherness. On the other hand, a totalitarian regime controls all compartments of society by repression and censorship and such concepts and values are not allowed.

4. SOCIAL AND POLITICAL CONTEXT OF THE TEXTBOOKS OF SPANISH (L2)

It is already well known that between school and society there is a very close relationship, as the educational system and all its elements (teachers and students, textbooks and materials, objectives, etc.) reflect the social, cultural and political values of the community. Therefore, after the conquest of political power by the Communist Party, a radical reform of the Romanian educational system was essential, at all levels: teaching staff and resources (textbooks, exercise books, etc.), school subjects, and last, but not least objectives and ideological background (i.e. social and cultural values). The years 1948-1949 marked the reform of the Romanian educational system, whose model was the Soviet system. The Decree No. 175, published in the Official Gazette of the State No. 177 of August 3rd 1948⁸, established the legal basis of this reorganisation.

As we have mentioned in previous lines, it was necessary to reconsider the entire teaching-learning process, starting with the curriculum and the teaching staff. Consequently, it was urgent the revision of all school subjects, textbooks and other resources. The new vision of the educational process entailed imposing new values and shaping new behaviours and attitudes in the spirit of communist ideology. And this could be achieved through teachers, school subjects and textbooks. There were introduced extracurricular patriotic activities and school subjects with an ideological content, such as Political Economy and compulsory agricultural practice (or the so-called “patriotic

⁶ Common European Framework - https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf, 1.

⁷ Common European Framework, 11.

⁸http://www.upb.ro/files/evenimente/DOCUMENTE_UPB_2015/Raport_ARACIS_2015/Anexa_A1_Decret.pdf(Consulted online: 5.10.2017)

work”). The “undesirable” teachers, who did not followed the new ideological and didactic line imposed by the Party, were eliminated.

However, after Nicolae Ceaușescu’s election as a General Secretary of the Romanian Communist Party in 1965, a social, cultural and educational liberalisation could be noted, at least in the first decade of his government. In this line of independent politics, which diminished the Soviet influence in Romania, his regime was marked by an opening towards the Western and capitalist countries. As a result, Romanians started to travel more, but especially to the countries of the Communist Block.

In this general context, the authorities become more tolerant of studying modern foreign languages, other than the compulsory Russian. Learning and teaching instruments appeared, as well as grammars, textbooks, exercise books, guides, etc., designed not only for the use in public schools, but also for whoever wanted to learn foreign languages. In the public system, other languages (French, English, German, Spanish and Italian) are introduced as subjects and, consequently, textbooks had to be designed. It should be mentioned that, under the communist regime, there was a unique textbook for each subject and grade, as the Party controlled all publications and contents taught in schools. There was no alternative or possibility of choosing other teaching resources. Beyond the liberalisation, we are in the middle of the socialist era, in which the cultural background is controlled by the single Party and its ideology.

5. GENERAL REMARKS ON THE CORPUS

The corpus analysed for the present paper consists of school textbooks of Spanish L2 published in Romania during the communist regime, more precisely between 1969 and 1981. They were designed by Romanian teachers who taught Spanish in Romanian schools or universities for the students of the public educational system, aged 14-18 years. Without pretending an exhaustive work, we have investigated a representative part of the existing textbooks of Spanish (L2) of that time.

The school textbooks analysed here have (almost) the same structure: explanations of grammar contents, the main text (which can be descriptive, narrative, a dialogue, a letter), a variety of activities to consolidate grammar (morphosyntax), vocabulary, reading comprehension and oral / written expression. In addition, all textbooks include (i) revision units, (ii) complementary texts and (iii) word list (Spanish-Romanian and Romanian-Spanish), alphabetically organised and by lessons.

It should be noted that, in the textbooks for beginners, all the grammar explanations and vocabulary equivalents are given in Romanian, students’ mother tongue.

6. THE CULTURAL COMPONENT IN THE CORPUS

6.1. Cultural references to the Spanish speaking world

As we are referring to school textbooks of Spanish, one would expect that cultural references to Spain and the Spanish speaking world (Latin America) prevail. Apart from grammar, students need to acquire cultural contents related to geography, history, politics, literature, landmarks, monuments, customs, stereotypes, taboos, etc., especially in the social and political context of communism. The Romanians did not have contacts with the Spanish speaking world and its culture or, if they had, they were limited. That is why we consider that culture would have been an essential aspect in designing foreign languages textbooks of that period.

First of all, we could notice the poor number of elements referring to the Spanish speaking world. Some texts present different aspects related to Spain: *Hoy se estrena una comedia española, ¿Cuánto tiempo estuviste en Madrid?, Dos amigos charlan sobre la música española, Una carta, Arte árabe, La Plaza Mayor de Salamanca, monumento histórico-artístico, Algunos apuntes sobre la tierra española*, etc.). Apart from Spain even fewer texts refer to Latin American countries in the textbooks analysed here, among which Cuba and Peru: *Factores históricos de la producción cubana, Santiago de Cuba, Una carta desde Cuba (I) and Una carta desde Cuba (II), La visita de nuestro liceo por una delegación de Perú*.

Another significant category of references are the literary fragments or poems written by Spanish authors, most of them adapted: Miguel de Unamuno (*España pintoresca. Andanzas y visiones españolas, Recuerdos de niñez y de mocedad*), Fernández Juncos (*El café*), Federico García Lorca (*Mediodía y tarde de agosto, El lagarto está llorando*), Pío Baroja (*La venta*), Azorín (*La vida en un colegio español*), Antonio Machado (*Amanecer de otoño*), etc. Nevertheless, these literary references of great cultural importance, represent a rather formal linguistic input.

Moreover, the final part of textbooks included some sections called *Lecturas* or *Textos complementarios*, presented different aspects of the Hispanic culture, as we have already seen in the titles above mentioned: architecture, literature, everyday life, school.

6.2. Cultural references to Romania

Firstly, we should highlight that in our corpus the references to Romania prevail. Although it could be rather superfluous, Romanian student learn aspected concerning the Romanian history, modern times, geography and natural attractions, Romanian landmarks and sightseeing, culture and civilisation, art, politics, economy, industry, etc.

6.2.1. Past and present

Generally speaking, one of the major topics of the communist textbooks is Romania's glorious past. All revolutions, great events, historical figures and personalities in Romania's evolution had been a just a pathway to the modern socialist society. The mystification of history and the reinterpretation of some minor events as events of great importance were to legitimise the activity and political power of Romanian Communist Party and its leaders, as all illustrious events had prepared Romania to achieve the cultural and economic development under the communist regime.

Thus, all textbooks, including those for foreign languages, had to exalt both Romania's past and present. In the corpus analysed here we found a great deal of texts referring to past events: heroic battles, revolutions and, the climax of all events, the Insurrection of 23rd of August 1944⁹. The textbook *Limba spaniolă* (1975) includes a text called *Logros históricos de nuestro pueblo - Conclusiones*. All these were supposed to show our people's courage and heroism in different moments throughout history and enhance the patriotism among students.

⁹ For instance, the texts *Espero con gran ansia el 23 de Agosto* or *¿Qué es lo que hacías entonces?*, both referring to the 23rd of August as a great liberation day and the beginning of a new era, the socialist one.

6.2.2. Politics and ideology

In shaping Romania's image in the textbooks of Spanish L2, vocabulary plays a fundamental role, as a culture and ideology bearer. Apart from the culture-specific words or concepts, authors include a great deal of ideologically marked lexical units, such as *campamento internacional de pioneros de Cuba*, *el jefe / el comandante del destacamento (de pioneros)*, *cooperativa agrícola de producción (la C.A.P.)*, *campesinos cooperadores*, *las notas de la Internacional*, *¡Viva nuestra patria socialista!*, *compañeritas*, *trabajo patriótico*, *grandiosa manifestación del 23 de Agosto*, *astronautas soviéticos*, *el Día de la cosecha*, *camarada profesor*, *la organización de U.J.C.*, *Partido Comunista Rumano*, *la Oficina de Turismo para la Juventud*, *Chispa (Scînteia)*. These are key concepts of the communist ideology, that describe socialist institutions, values and activities (e.g. the so called "patriotic work"). Moreover, there are lots of text referring to communist activities or events of great importance.

6.2.3. Economy and standard of living

Among others, the legitimisation of the Communist Party and ideology was based on the economic development of the country, achieved during the past years and reflected in the standard of living. The industrialisation of the country and the construction of roads, railway stations, the tube in Bucharest, block of flats, factories and plants were a tangible proof for the superiority of the regime. In the textbooks of Spanish, we could find a great deal of references to the process of industrialisations: *invernaderos de Codlea*, *combinado de refinamiento*, *empresa de automóviles de turismo de Pitești*, *planes agrozootécnicos*, *el combinado químico de Craiova*, *la fábrica de amoniaco*, *la explotación carbonífera*, *la cuenca minera*, *el imponente sistema hidroenergético y de navegación de las Puertas de Hierro*, *plataforma de horadación marítima*, *industrialización*, *el embalse de Vidraru*, *las turbinas de la central eléctrica*. All these suggest Romania's advanced and industrialised economy mirroring the high standard of living. From the teaching point of view, the lexical units mentioned above are highly specialised and do not belong to the fundamental / general lexicon, so we consider them quite inadequate for a starter or beginner level (A1-A2).

Apart from the industrialisation, the standard of living in the communist society was reflected by other cultural and economic benefits, tangible in Romanians' everyday life. Romanian cinematography (cinemas, films), for instance, is frequently mentioned: characters going to the cinema or talking about Romanian films of the epoch (*Veronica*¹⁰, *Tudor*, *Ștefan cel Mare*, *Mihai Viteazul*), most of them having a historic theme.

Well-stocked shops and big shopping centers are also mentioned, as a sign of prosperity (*el gran almacén Cocor*), and most of the times texts are accompanied by photos depicting shops and different products.

6.2.4. Geography and tourism

Last, but not least, this paragraph is dedicated to geography and tourism: landscapes, natural beauties, cultural and touristic attractions, Romanian landmarks (buildings, monuments). The number of Romanian towns and cities mentioned in the textbooks is dominant in comparison with the Spanish ones: Bucharest, Brașov, Iași, Pitești, Ploiești, Tîrgoviște, Buftea, Simeria, Slănic, etc. We would say that some of them are not the most representative Romanian towns.

¹⁰ *Dicen que esta película es interesante (Limba spaniolă 1976)*.

Interestingly, textbooks also include a great deal of culture-specific texts referring to Romania and its cultural legacy. For instance, in the so called part *Lecturas sobre Rumanía*¹¹, students can read about *Gheorghe Lazăr*, *El parque dentrológico de Simeria*, *Rumanía les ofrece todas las formas de turismo*, or in other textbooks: *Visitamos los invernaderos de Codlea*, *¡Qué playa más hermosa tiene Mamaia!*, *El Palacio de Cultura de Iași*, *El conjunto folklórico Bodas de Bihor*, etc. All these places are not relevant for the Spanish speaking world and one could consider them superfluous for the study of Spanish (L2).

Tourism, hotels and all the touristic facilities suggest, as well, the high standard of living, achieved during the government of the Romanian Communist Party.

7. THE PARATEXT

Apart from texts, vocabulary and grammar explanations, exercises or activities, textbooks include a wide range of graphic material consisting in images, pictures, drawings, portraits, photos, maps, graphics, etc, in order to ease the understanding of the concepts, illustrate some facts and make the material more attractive to the students. This graphic material is called paratext and plays an important role in the teaching-learning process.

In our corpus, the paratext comprises a great deal of pictures and drawings referring to Romania: plants and factories, monuments and representative buildings, artistic and handmade objects, photos depicting of Romanian shops (selling clothing, food). At the first sight, the graphic material is quite reduced throughout the textbooks and consists of black and white pictures, not very attractive to students. Nevertheless, this could be a consequence of the technical means of the epoch. The following list presents the main elements depicted by the graphic material that accompanies the texts, related to Romania:

- (i) Romanian companies, factories and plants (industrialisation and the economic flourishing of the country) that produce engines, cars, bicycles, etc. In *Limba spaniolă* (1975), the text *Recuerdos inolvidables* (Unforgettable memories) is accompanied by a three pages of images describing plants and factories, especially in Craiova.
- (ii) landscapes and other touristic attractions of Romania: the reservation of the Silviuț forest, view from Poiana Brașov, Sarmizegetusa (the amphitheater), the Simeria dentrolological park, the Transfăgărășan road, parks in Bucharest (Herăstrău, Cișmigiu).
- (iii) monuments, statues, representative buildings, museums, libraries: the Statue Mihai Viteazul in Alba Iulia, the History Museum of the Municipality of Bucharest, the University Library in Cluj-Napoca, the Intercontinental Hotel in Bucharest, Mamaia (the hotels Național and Unirea, the Summer Theater), etc
- (iv) scenes from Romanian films of the time: *Ștefan cel Mare*, *Mihai Viteazul*, *Tudor*, which highlights the flourishing of Romanian cinematography;
- (v) artistic and cultural products: ceramics, jewels exhibited by the National History Museum, *The Endless Column* (in Tîrgu Jiu), paintings (*The attack of Smîrdan* by Nicolae Grigorescu), Dacian spear points, silver Dacian bracelets (discovered in Transylvania);
- (vi) drawings that present scenes of daily life of the socialist era: in a confectionery, in a store, at home, in the classroom;
- (vii) scenes depicting historical battles.

¹¹ *Limba spaniolă* 1975: 117-120.

In spite of the dominant number of graphic elements showing aspects of the Romanian culture, we can also find some pictures depicting Spanish elements, for instance a map of Spain or two pages of pictures presenting Sevilla and Granada.

8. CONCLUSIONS

In the light of the what we said above, understanding other cultures is an essential part in the process of learning foreign languages. Culture eases the intercultural communication and the comprehension of the otherness and leads to tolerance and acceptance.

In spite of the apparent opening and the liberalisation that characterised the first period of Ceausescu's regime, Romania was still a communist country, where censorship, repression and ideological control ruled. School, as a part of the Romanian society, was an efficient instrument of propaganda. As a consequence of the liberalisation, students of the public school system started to learn other modern languages than Russian, that was compulsory in all grades. The new textbooks used in schools were designed by Romanian teachers and contained a great deal of ideological elements in order to legitimise the government of the unique Party. They also highlighted the economic achievements of the Romanian society after the installation of the communist regime: industrialisation, projects of great constructions (Portile de Fier I and II, hotels, residential complexes, the tube system, roads, etc.).

From the above findings we could conclude that the cultural references to Romania are dominant in the corpus. This suggests the interest of the communist authorities in emphasising the identity of the Romanian nation in order to enhance the patriotism among students. Moreover, the corpus emphasises the role played by the Romanian Communist Party in building the socialist society, as a result of the glorious history which had prepared the great economic achievements of the unique Party. In school textbooks, the communist society was characterised by a great economic development and represented the climax in the evolution of the Romanian people. All these were part of the ideological propaganda, specific to all totalitarian regimes.

In addition, the poor number of cultural elements referring to the Spanish speaking world suggests the intention of the authorities to limit students' access to other cultural horizons and mentalities, that could make them more curious and undermine the Party and its ideology. This reflects the censorship of school instruments. So censorship, propaganda and the intrusion of the ideology into culture and education led to a Romania-centred process of teaching and learning, which did not excluded intercultural education, multiculturalism, tolerance and the comprehension of the otherness. The most part of cultural aspects and realities describe were relevant only to the Romanian students did not aim to adapt students to the new culture and this clearly affected the freedom of conscience or the expression of the individual with social consequences for many generations.

This investigation aims to make teachers and authorities aware of the consequences of involving politics and ideology in school, because in order to achieve a modern, multicultural education, teachers should avoid values that limit the development of the individual personality and do not affect human rights.

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COURSE DESIGN FOR MEDICAL ENGLISH

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ABSTRACT

DESIGNING A COURSE FOR ESP (ENGLISH FOR SPECIFIC PURPOSES) HAS ALWAYS BEEN A CHALLENGE FOR THE TEACHERS AS ALL STUDENTS HAVE DIFFERENT NEEDS. THE AIM OF THIS ARTICLE IS TO PRESENT SOME OF THE MOST COMMON ISSUES WE ENCOUNTER WHEN CREATING A COURSE FOR THE MEDICAL SYSTEM AND SOME OF THE SOLUTIONS WE HAVE CONSIDERED WHEN DEALING WITH THEM. FURTHERMORE, WE HAVE UNDERGONE A NEEDS ANALYSIS AND DIAGNOSTIC TESTING WORK ON A SAMPLE OF STUDENTS IN ORDER TO OPTIMIZE THE COURSE PLAN AND TO ADAPT ALL THE MATERIALS ACCORDING TO THEIR EXPRESSED NEEDS. THE ARTICLE SUMS-UP SOME OF THE DATA OBTAINED AND REPRESENTS THE FIRST STEP IN CREATING NEW AND MODERN MATERIALS.

KEY WORDS: ESP, COURSE DESIGN, NEEDS ANALYSIS, DIAGNOSTIC TESTING

1. GENERAL REMARKS

Most teachers of English for Specific Purposes deal with a mixture of issues when designing a course for a certain group of specialists. Most of these issues occur because of the lack of time teachers have when preparing such a course² or the working context, e.g. the language centre where they work, forces them to accept such a course.

The main goal of an ESP course, and more specifically a course related to Medical English, is to help students understand and communicate in a Health Department. But the ESP course cannot function without the basis of General English. Therefore, we can underline a first distinction between GE courses and ESP courses, - the latter refers to a specific age group, adults. Dudley-Evans³ reckons in 1997 that ESP is not necessarily a characteristic of adult learners, but at least of intermediate or advanced level. If GE can be taught from an early age, ESP only addresses people from the working environment or a future one. The same aspect is valid for Medical English taught in universities. The students are supposed to have already gained a language level which enables

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² Gatehouse Kristen, "Key Issues in English for Specific Purposes", *The Internet TESL Journal*, Vol. VII, No. 10 (2001), retrieved October 2017 from: <http://iteslj.org/Articles/Gatehouse-ESP.html>.

³ Tony Dudley-Evans, *Developments in English for Specific Purposes* (Cambridge: Cambridge University Press, 1999): 14-15.

them to assimilate specialized vocabulary. The reality has demonstrated that their levels are so different that there were cases when the low-ones feel so demotivated that they want to sign out of the language module. That is the reason why when planning a course there should be enough activities to involve peer feedback and even projects in which advanced students pair with low-levels one.

A second issue to be discussed in relationship to ESP is the necessity of providing authentic materials to students. If we follow the idea above mentioned that the final goal of ESP is to be used in a communicative or working context, then this can be facilitated through authentic materials. Most textbooks use contrived materials rather than authentic ones to facilitate the learners' language level. But if we see ESP as 'the language for getting things done' then authenticity becomes an important aspect of the final goal. A dichotomy of ideas refers to grammar in ESP. As grammar cannot be authentic in a textbook⁴ one cannot deny that in ESP there are still some structures which cannot be omitted as they are safety-critical, e.g. the language used when describing the evacuation in case of an earthquake, passive forms or conditional clauses. When teaching Medical English there is a clear necessity of authenticity in the class. This can be done through presentations of case studies, inspired from their own practice or articles that featured in medical journals. In terms of course design, the evolution of the syllabus should start from contrived materials to completely authentic materials, such as recordings of hospital conversations or real case notes taken in the E.R.

A third aspect one should consider is the amount of specialised vocabulary ESP learners can be taught. The reality demonstrates they need plenty of this, but also the aim of the teacher is not to provide a glossary that learners should simply integrate. If the students' command of English is poor, so will the acquisition of specialised vocabulary be. This leads us back to the necessity of authentic materials in class. This type of materials, at least in the written form, are a powerful source of specialised lexis and allows learners time to deal with unfamiliar words, in terms of language or conceptual understanding. A premise we should recognize is the fact that students need the jargon of their specialism to function in the working context. Considering their understanding of usage of certain words, we can tailor the course to their language needs. This is the reason the course designed for Medical Students should include glossary pages or should include a project in which they create their own PLDs (personal learning dictionaries). Experience has demonstrated that this method brings the students closer to the authentic material as it increases the level of motivation they invest in the learning process.

As English has become a *lingua franca* in all working or academic environments, a fourth consideration can be made related to the role of the ESP teacher. We have already established that ESP refers mostly to adults or with some exceptions to young adults. Therefore, even if the teacher has no specialisation in the field he is teaching, e.g. Medicine, he can successfully deliver the generic functions of a language: grammar, competence skills and functions. This means the teacher's role changes from the 'sergeant-major' (the one keeping the lesson plans on the rails and the crowd controller) to 'the manager' (the organiser of activities and time keeper) (Brennan, IH Conference). On the long term, in the process of designing a course, the teacher becomes the

⁴ Scott Thornbury, *How to teach grammar* (Edinburgh: Pearson, 1999): 1-14.

conductor and the learners evolve to autonomous players. Such ESP course is self-directed⁵ and the teacher's need for background knowledge of the subject is lessened.

There have been plenty of discussions in the last years about the amount of L1 which can be used in the classroom. With most ESP groups, bilingual teaching is the main direction. The rationale behind this classroom reality is that most adult learners already possess some of the specialised jargon from their area, but in their mother language. This is an advantage for the teacher, as his only duty here is to optimise the learners' communication skills and not teach them. The teacher might do this by using L1 in the class with confidence. There are opponents to using L1 in the teaching environment, but when referring to ESP, I reckon things are different. In an article on L1 and the monolingual vs the bilingual approaches⁶, I support the idea of immersion and not exclusion of L1. In ESP, and moreover Medical English, a bilingual approach is sometimes compulsory. There are instances such as explaining grammar, giving instructions, presenting medical vocabulary through visuals, or translating medical terms when L1 facilitates the learning process rather than blocking it.

In conclusion, when planning an ESP course some of the main considerations above mentioned will determine the quality and the structure of lesson plans and materials. In terms of Medical English, the course will integrate both general aspects of language on which we add other layers: jargon, communicative situations, real facts from the Healthcare Department and the learner's personal touch on language, through his own PLD or case study. ESP becomes a hybrid of General English, specialised vocabulary and learners' needs. These goals will become visible in the learner's future working environment or academic performances, such as conducting research in English or creating memoranda.

2. NEEDS ANALYSIS AND DIAGNOSTIC TESTING

The group involved in the project consists of 50 students of Kinesiotherapy in the University of Medicine in Bucharest. Their course runs for 30 weeks, including a theoretical course of 2 hours and a seminar of 2 hours every two weeks. This is a monolingual group, aged 19-40 years old and their reasons for studying English are typical for this context: they undergo the compulsory language module with the aim of gaining some useful medical terminology and improving their linguistic skills, in terms of reading comprehension, grammatical aspects, pronunciation and communicative aspects.

This is also a mixed ability group: while some students have been studying English for 7 or more years and their general level is adequate for the necessities of the university module (B1 minimum), there are other students who still need a lot of practice to improve their general English and on that to build something further that will make them gain confidence and improve fluency. On the other hand, as there isn't an official prerequisite foreign language level when starting their university studies, there are a lot of differences in terms of linguistic ability among the students within one group, due to their inappropriate language levels.

This situation leads to difficulties in terms adapting materials and selecting class activities. Because of their different reasons for attending the class, the teacher's decisional process when creating the course may need to consider their motivation also. For fear of error, some of them are

⁵ Kristen, "Key Issues in English for Specific Purposes", <http://iteslj.org/Articles/Gatehouse-ESP.html>, 2001.

⁶ Elena Bran, "Using L1 in the classroom: monolingual and bilingual approaches", *Research and Science Today*, No. 2 (2015): 175-181.

afraid to experiment with language. Furthermore, because they lack fluency and structures some others are afraid and unsure when it comes to speaking in public.

In order to identify the sections in which the students needed more guidance (e.g. expanding their vocabulary or improving their grammar) and their main motivating areas (e.g. the content of the readings they find interesting or the communication contexts in which they feel confident when using English), the NA questionnaire revealed some of the issues which needed to be included in the course. The Needs Analysis questionnaire was structured in two distinct parts⁷. The first one attempts to identify the students' current situation in terms of reasons for studying English, their aims related to the course and their learning strategies, whilst the second one includes tasks related to their hobbies, the way in which they want to receive feedback and a successful learning activity, which will help me identify the type of activities they will react to. The rationale behind choosing this questionnaire was given by the two factors. The first one is the necessity to make students feel at ease when answering personal questions and this way trusting the validity of their answers. The second one was the number of areas I wanted to check, personal interests and learning styles.

According to the results of the Needs Analysis questionnaire, the students' main reasons for studying English are better jobs perspectives, studying abroad and establishing a better connection with the academic environments. Another important detail which was demonstrated by the NA questionnaire was the students' need to understand and learn terminology related to their specialism, medical English in general and language from the area of Kinesiotherapy, in particular.

The Diagnostic Test's aim was to test the target situation language and to bring to fruition the information provided by the Needs Analysis. Its main intention was to provide a neutral perspective over what the learners already possessed and not to signal precisely their deficiencies⁸. Therefore, the test dealt with the evaluation of three different skills: writing (in the paragraph writing section), reading comprehension and speaking individually and then in pairs. The rationale behind this option was given by the results of their NA. The students mentioned the need to gain specialised vocabulary as one of the most important. Therefore, through reading, writing and speaking the vocabulary can be given a context and terminology more easily integrated. Moreover, in their questionnaire they mentioned they needed more exposure to language and this can be done through these skills. On the other hand, another aspect to be considered is the fact that students need to continue their learning at home also. Through a reading or a writing task, in which they integrate both grammar and vocabulary, the ones who may not be that confident with language will have the chance to explore more individually.

The paragraph writing task was the most generous in terms of data collection. The main strengths were in terms of content. All the ideas they presented were justified with enough reasons and they became a mirror of the motivational issues expressed in the NA questionnaire. Some of the key weaknesses consisted in grammatical difficulties linked with different L1 interferences and vocabulary restrictions. Also, spelling was an important aspect identified together with some layout issues.

As the NA questionnaire revealed their necessity of creating contexts to develop their communicative skills. Therefore, in terms of the Speaking activity involved, it demonstrated the

⁷ Helen Basturkmen, *Developing Courses in English for Specific Purposes* (New York: Palgrave Macmillan, 2010): 19.

⁸ Tim McNamara, *Language testing* (Oxford: Oxford University Press, 2000).

students' necessity to do pair work before performing the task. Being allowed to prepare first and then to discuss facilitated the candidates' transition from a written form to a better structured discourse. Nevertheless, this spoken activity signalled different pronunciation issues together with some aspects already identified in the written paragraph (grammar or wrong use of collocations).

The last task they had, referring to the reading comprehension, demonstrated a big strength they possess, meaning very good cognitive skills and the ability to understand the ideas from a text they do not completely apprehend. This was the task with the most correct answers. In terms of the assessment criteria involved in the Diagnostic Test, there was not a final evaluation, but made on different parts as the criteria was different. The paragraph was evaluated in terms of grammar and vocabulary, communicative achievement and register, the reading comprehension according to the number of correct answers and the Speaking according to fluency, cohesion, accuracy and pronunciation.

The NA and the DT have influenced the decisions in terms of the priorities of the course and the conditions of designing the course materials. Therefore, the main priorities will include

- ✓ the extension of knowledge, range and use of appropriate terminology and including at least a different vocabulary topic in each session.
- ✓ an improvement of grammar awareness and lexical cohesion which will lead to a better fluency and cohesion.
- ✓ creating enough speaking situations which will enable students to contextualize the medical terminology.

3. CONCLUSIONS

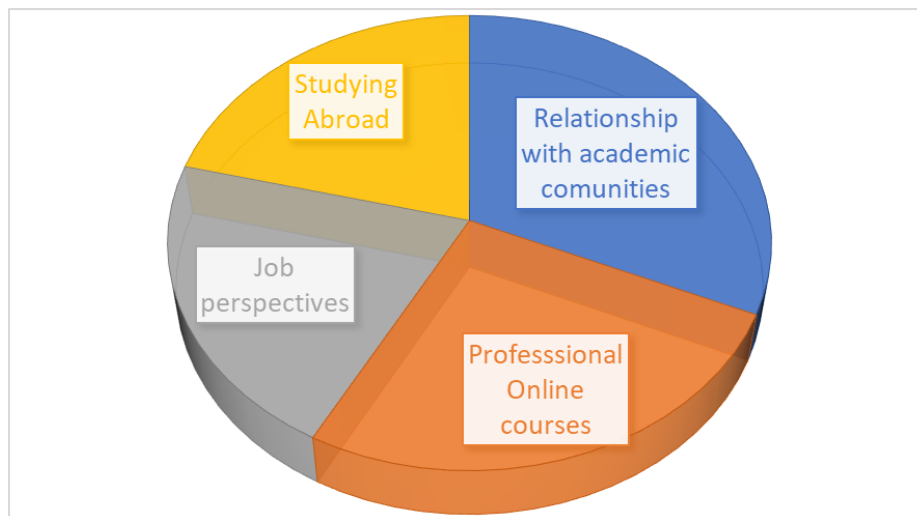
In the first part of this paper I have highlighted the necessity to motivate students get involved in studying for the compulsory language module, through improving their general language level first and then trying to bring authenticity in the class. Also, my students are adults, therefore this can be done easily by accessing their cognitive abilities and creating contexts for them to gain confidence in using language. As I have already outlined, the topics chosen to be discussed should be of my learners' interest, and not necessarily grammar oriented, but skills oriented. The course proposal's main aim was to include task-based activities which would motivate them to learn and to gain confidence when using English in real contexts. The activities included derived from the results collated in the NA and DT and I tried to mirror their needs through all the sessions in the course.

Still, there are some limitations to this course. One of them is the teacher's necessity of working at the same time with students of different levels. This complicates the way each session takes place as there are always unexpected factors which can appear. Also, the students who already have a better level might get bored when over-explaining some basic things, relevant for the ones with a lower level, such as Present Tense Simple. Another limitation which arises at this level is the amount of L1 used. If the instructions are not clear enough, students might need extra explanation, in most cases delivered in L1. This situation influences my attempt of delivering the course in English exclusively.

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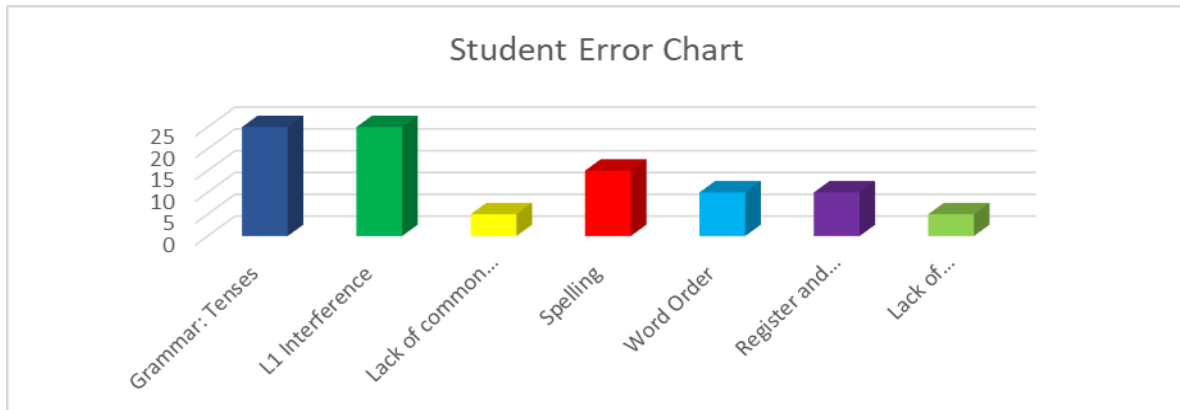
APPENDIX 1: PIE CHART SUMMARIZING STUDENTS' MAIN REASON FOR STUDYING MEDICAL ENGLISH



This pie chart sums up the results of the NA test applied on Kinesiotherapy students in the beginning of the academic year. It reveals that most of their needs in terms of studying English are connected to their future life plans, such as understanding and writing academic papers, undergoing online courses or MB studies abroad or finding a job in the medical area abroad.

APPENDIX 2

The graph illustrates the most common mistakes students made in their paragraph writing task in the DT. Vertically we can see the percentages of students who made these errors and horizontally the most common errors.



APPENDIX 3: TABLE ILLUSTRATING STUDENTS' KEY WEAKNESSES

CRITERION	WEAKNESS	EXAMPLE
A. GRAMMAR	1. TENSES	'I AM WORK IN A HOSPITAL'/'I NEED ENGLISH BECAUSE I WANTS A JOB ABROAD'.
	2. ARTICLES	'I NEED TO LEARN THE ENGLISH.'
	3. PLURAL AND SINGULAR NOUNS	'KNOWLEDGES' 'HOMEWORKS' 'PEOPLES'
B. L1 INTERFERENCE	4. WORD ORDER	
	5. COLLOCATIONS	'TO PUT A QUESTION' 'TO MAKE HOMEWORK'
C. VOCABULARY	6. CONFUSION OF TERMS	'GENERAL PRACTITIONER = NURSE' 'WARD = WAND'
	7. LACK OF COMMON VOCABULARY	-
D. SPELLING	8. MISSING OUT LETTERS	'FORTUNATLY' 'PHISICIAN' 'PSICHOLOGICAL'.
E. LAYOUT	9. LACK OF COHESIVE DEVICES	-

COMPARATIVE-CONTRASTIVE ANALYSIS OF ROMANIAN TO ENGLISH TRANSLATION. LANGUAGE STRUCTURES

Laura SASU¹

ABSTRACT:

THE PAPER INVESTIGATES THE MOST COMMON TRANSLATION ERRORS THAT CAN BE TRACED BACK TO THE INTERFERENCE OF THE SOURCE LANGUAGE (ROMANIAN) UPON TARGET LANGUAGE (ENGLISH). THE COMPARATIVE-CONTRASTIVE STUDY OF MULTIPLE LANGUAGE STRUCTURES HIGHLIGHTS THOSE ERRORS THAT REPLICATE CERTAIN PATTERNS OF THE SOURCE LANGUAGE BY ERRONEOUSLY APPLYING THEM TO THE TARGET LANGUAGE. SUCH SOURCE LANGUAGE INTERFERENCE ERRORS BECOME HIGHLY PREDICTABLE AFTER HAVING CONDUCTED CONTRASTIVE ANALYSES ON EACH LANGUAGE STRUCTURE (NOUNS, ADJECTIVES, ADVERBS, PRONOUNS, PREPOSITIONS, CONJUNCTIONS ETC.). AWARENESS OF THE HIGH PROBABILITY FOR THESE PARTICULAR ERRORS TO OCCUR BECOMES USEFUL IN THE TRANSLATING, PROOFREADING AND REVISING PROCESS, AS WELL AS IN LANGUAGE TEACHING. THE INFLUENCE (INTERFERENCE) OF THE SOURCE LANGUAGE UPON THE TARGET LANGUAGE TRANSLATION PRODUCT IS STRONG ENOUGH TO PRODUCE INADEQUATE PHRASING (INTERLINGUAL TRANSFER ERRORS) BOTH WHEN TRANSLATING FROM A FOREIGN LANGUAGE INTO THE NATIVE LANGUAGE AND - EVEN MORE SO - WHEN TRANSLATING FROM THE MOTHER TONGUE INTO A FOREIGN LANGUAGE OR BETWEEN TWO FOREIGN LANGUAGES. TRANSLATION THEORY AND PRACTICE BOTH BENEFIT FROM THE FINDINGS OF SUCH COMPARATIVE CONTRASTIVE ANALYSES BY IDENTIFYING PREDICTIBLE LANGUAGE INTERFERENCE ERRORS FOR SPECIFIC LANGUAGE PAIRS AND STRUCTURES.

KEY WORDS: TRANSLATION, CONTRASTIVE LINGUISTICS, SOURCE LANGUAGE INTERFERENCE, INTERLINGUAL ERRORS

INTRODUCTION

Modern linguistics includes a relatively new branch of applied linguistics, known as contrastive linguistics, that was initiated in the latter half of the past century by linguists such as Charles Fries (1945) or Robert Lado (1957) and continued by more recent theoretical contributions such as Anthony Pym's (2010). Starting out from the hypothesis that there is a significant influence of the native language upon foreign language acquisition process, the analysis of specific examples

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of native language influence upon foreign language message production can provide a structured outlook on language structures prone to be affected by ‘interlingual transfer’. Thus, the predictability of certain specific language transfer errors can be used for producing more effective language teaching methods and/or materials translation/proofreading/revising protocols.

1. THEORETICAL BACKGROUND

For any specific pair of languages, the results of methodical comparative-contrastive studies of morphological structures contribute to a more comprehensive image of existing high risk structures, namely, structures where the probability of interlingual transfer to produce inadequate or erroneous phrasing is highest. The scope of comparative-contrastive analysis has been extended from language teaching and language acquisition to more recent applications in translating studies. Contrastive analyses of specific language structures become useful both in language teaching/acquisition and, even more so, in translation studies and translator training. In the case of the latter, bidirectional analyses are able to provide translators with the necessary disambiguation criteria for attaining best message equivalence as well as the natural/correct use of the target language.

The underlying study focusses on Romanian to English translation, and, hence, on the interlingual transfer errors occurring in message production in English, since in many cases “the difficulty for Romanians might be to opt for the right solution in English in the absence of solid contrastive knowledge”. (Arhire 2016, 10) The comparative-contrastive study of Romanian to English translation of each morphological structure is performed at first by theoretical forecast and subsequently verified and (in)validated by error analysis on a relevant translation corpus.

2. METHODOLOGY

The comparative-contrastive study of Romanian to English translation of each morphological structure is performed at first by theoretical forecast and subsequently verified and (in)validated by error analysis on the relevant corpus of translation tests. The methodology used in this paper implies theoretical forecast starting from source and target language analyses for each sample, followed by applying the source pattern to target language in order to identify each case that produces formal or semantic inadequacies originating in source language interference upon translation. Interlingual transfer analysis is then performed by providing the most frequently occurring errors and listing the incorrect versus [correct] translation of *the source language word/term/phrase* (marked as such in the text).

Examples of inadequacies common in Romanian to English translation tests are numbered and listed contrastively next to the [correct form], marked as such in the text, to highlight the difference between the correct/incorrect forms. The third entry for each sample is the *Romanian structure*, marked as such, to serve as an indicator on whether that particular error results from replicating the source language pattern in the target language or not. The final stage implies the investigating the interlingual transfer occurring in each case, that coins a specific inadequacy as a predictable translation error for a certain language structure, language pair or translation directionality.

3. LANGUAGE STRUCTURES IN CONTRAST

3.1. *Learner language and translation product*

Using a foreign language for communication implies translation both *from* and *into* that specific *language*. Understanding and producing messages switch back and forth between the two languages involved, therefore creating a permanent translation process *from* and *into* one of the languages. The target language of this translating process or the ‘learner language’ (Johansson 2008: 112), as it is referred to in contrastive linguistics concerned with language teaching/acquisition, is predictably influenced by the source/native language. In language teaching and learning the target language is often severely influenced by the native language, while in translating any given source language of the two impacts the translation language in the translation results.

3.2. *Nouns*

3.2.1. *Number*

Plural forms are created and used for certain uncountable nouns by extending and applying a target language plural forming pattern, erroneously presuming that there is a plural form in the target language, merely because the source language has plural forms for such nouns.

(1) I need more informations [information]. *Am nevoie de mai multe informații.*

(2) I am interested in more recent researches [research]. *Mă interesează cercetări mai recente.*

Irregular (thus unpredictable) plural forms in English similarly prompt for the generation of regular plural forms in the target language.

(3) Such phaenomenons [phaenomena] are uncommon. *Astfel de fenomene sunt rare.*

The influence of the source language upon the target language results in typical interlingual transfer, here creating erroneous plural forms.

3.2.2. *Case*

The Romanian means of expressing possession do not include variable patterns applicable in Genitive constructions, according to semantic or formal features of the possessor. Therefore, the choice between the use of the analytical and the synthetic genitive in Romanian to English translations seems to be rather aleatory.

(4) This new computer’s peripheral devices [of the new computer] are wireless. *Dispozitivele periferice ale calculatorului modern sunt conectate fără fir.*

(5) The conclusions of the researcher [researcher’s conclusions] indicate the contrary. *Concluziile cercetătorului indică contrariul.*

3.2.3. *Gender*

Gender distinction in Romanian is strictly formal (masculine feminine, neuter), while English (masculine, feminine, neuter and common gender) nouns are classified semantically. Therefore, common or dual gender nouns in English are insufficient when translating Romanian nouns, referring to animates that are gender marked in the source language. Transfer to either masculine or feminine (by including gender contrast markers) is necessary in order to provide accurate translations in such cases.

(6) There are 89 students [male students] and only 64 female students in our department. *În departamentul nostru sunt 89 de studenți și doar 64 de studente.*

Gender contrast is marked by entirely different nouns, specific compounds and suffixes in cases of common/dual gender English nouns, hence posing predictable translation difficulties when the source language is Romanian.

3.3. Articles

The three main article categories in English (definite, indefinite and zero article) have only two semantically corresponding types of articles in Romanian (definite and indefinite articles). The generic meaning provided by the use of the zero article in English is rendered by the definite article in Romanian. Thus, common errors in Romanian to English translation include translating the definite article instead of using the zero article for conveying generic meaning.

(7) The [-] information is the most valuable asset nowadays. *Informația este cel mai valoros bun la momentul actual.*

In Romanian generic meaning is inherent to the use of the definite article and that is semantically equivalent to the use of the zero article in English. The formally corresponding translation including the definite article implies a specific reference that is absent in this case.

(8) I like [the] nature. *Îmi place natura.* (generic meaning)

(9) I like the nature here. *Îmi place natura de aici.* (specific reference)

3.4. Numerals

3.4.1. Cardinal Numeral

Due to the interlingual structure transfer of Romanian cardinal numerals, the *and* is often omitted when reading or writing the corresponding English numerals.

(10) 621 - six hundred [and] twenty-one. *Șase sute treizeci și unu.*

Numerals that typically have plural forms in Romanian tend to be translated accordingly, even though in English plural forms for *hundred, thousand, million, billion* are restricted to nominal use or as part of constructions followed by *of*.

(11) Two millions [million] five hundred circuits are integrated in this microchip. *Două milioane cinci sute de circuite sunt integrate în acest microcip.*

(12) Millions protested against this law. *Milioane au protestat împotriva acestei legi.*

(13) Millions of dollars have been invested here. *Milioane de dolari au fost investiți aici.*

3.4.2. Ordinal Numeral

The exceptional occurrence of cardinal numerals instead ordinal numerals for expressing order in specific contexts creates situations where English cardinal numerals should be used for Romanian ordinal numerals or conversely, Romanian cardinals should correspond to English cardinals. Preserving the type of numeral typically used in the source language results in rather artificial phrasing in English.

(14) The office is on [the six]th floor six. *Biroul este la etajul șase.*

(15) The sixth chapter [six] is the most interesting. *Capitolul al șaselea este cel mai interesant.*

3.4.3. Multiplicative Numeral

Multiplicative numeral structures consisting of the cardinal numeral followed by *times*, are preferred to the synonymous structure consisting in cardinal numeral followed by *fold*, due to the prevalence in Romanian of a formally similar construction.

(16) I told her ten times [tenfold]. *I-am spus de zece ori.*

3.4.4. Decimal Numeral

The decimal separator in Romanian is a *comma*, whereas the in English indicator is *point*. Conversely, the *point* is used in Romanian numerals to separate billions, millions, thousands and hundreds, while in English numerals the comma is used for this purpose. Source language interference does not only create erroneous phrasing, in such cases, but it may completely alter the semantic level by referring to completely different numeral.

(17) 54,367 /fifty-four thousand three hundred and sixty-seven [54.367/ fifty-four point three six seven] meters of fibre optic cable are not enough. *54,367 metri de cablu de fibră optică nu sunt suficienți.*

(18) 2.931/two point nine three one [2,931/two thousand nine hundred and thirty one] hectares were damaged by the flood. *2.931 hectare au fost afectate de inundații.*

Translation errors in these cases concern correct interpretation and writing of figures/numerals and correct subsequent conversion to the corresponding numeric unit. Confusion in such cases may result in severe distortion of meaning, therefore such errors may be labelled as high-risk errors with significant semantic implications and high occurrence probability.

3.5. Adjectives

3.5.1. Comparison

The choice among synthetic, analytical and irregular comparison structures is difficult because of a single existing pattern for comparative/superlative forms in Romanian, hereby creating source of confusion.

(19) The more narrow [narrower] stripes are not visible. *Dungile mai înguste nu sunt vizibile.* Special comparative constructions in English (*the* +comparative, typically used when comparing only two items) are often replaced by word-for-word translations of Romanian superlatives.

(20) This device is the best [better] of the two tested last week. *Acest dispozitiv este cel mai bun dintre cele două testate săptămâna trecută.*

This device is the most [more] reliable of the two tested last week. *Acest dispozitiv este cel mai fiabil dintre cele două testate săptămâna trecută.*

3.5.2. Position

Position of adjectives in Romanian is typically considered to be the post-position, where adjectives appear after the noun, while any breach of this sequential pattern be perceived as exceptional markers for emphasis, contrast or specific reference.

English adjectives typically occur in pre-position, preceding the noun they are determining. The semantic implications of adjectives pre-determining nouns in Romanian are often lost in Romanian to English translation.

(21) They haven't tested the new technology yet. *Nu au testat încă noua tehnologie.*

(22) They haven't tested the new technology yet. *Nu au testat încă tehnologia nouă.*

(23) Products with visible flaws [visible] are returned to the manufacturer. *Produsele cu defecte vizibile sunt returnate producătorului.*

3.6. Pronouns

Singular and plural demonstrative pronouns with proximity reference are translated incorrectly by substituting the plural form with the singular, due to the similar pronunciation.

(24) I intend to purchase this [these]. *Intenționez să le cumpăr pe acestea.*

Plurals of reflexive pronouns for second person are frequently replaced singular forms, producing thus incorrect target language phrasing.

(25) Help yourself [yourselves] to some coffee, dear friends. *Poftiți la cafea, dragi prieteni.*

3.7. Adverbs

Irregular comparison of English adverbs with parallel forms and distinct meanings for comparative and superlative are the source of translation difficulties for native Romanian speakers, who do not perceive any difference in form or meaning in the source language.

(26) You should farther [further] investigate. *Ar trebui să cercetezi mai departe.*

(27) You should walk further [farther]. *Ar trebui să mergi mai departe.*

3.8. Prepositions

Source language transfer occurs when translating prepositions, producing either incorrect phrasing or alteration of meaning.

(28) The results were obtained through [by] adding up pre-existing data. *Rezultatele au fost obținute prin însumarea datelor existente.*

(29) The children jumped in [into] the yard. *Copiii au sărit în curte.*

(30) The children jumped in [within] the yard. *Copiii au sărit în curte.*

3.9. Conjunctions

Conjunctions with implicit negation in English occur in translation contexts with a double negation, closely following the source language structure.

(31) Don't call unless you don't have [have] good news. *Să nu suni, dacă nu ai vești bune.*

(32) He made a complete backup for fear he shouldn't [should] lose all the data. *A salvat totul, de frică să nu piardă toate datele.*

4. CONCLUSION

Applying contrastive analysis in foreign language acquisition, teaching and in translation pedagogy and practice provides research results useful both for oral and written communication in a foreign language. The theoretical forecast and the practical validation procedure described above is meant to assist foreign language teachers/learners and translators to rely thereon as a notional and illustrative framework for improving results of foreign language teaching/acquisition and translation practice. A similar comparative-contrastive investigation can be applied for any given language pair, directionality or language structure for obtaining results relevant for assessing the occurrence probability, type and cause of inadequacies typical to learner language and translations.

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THE RIGHT TIME TO CONVERT IN LAPAROSCOPIC CHOLECYSTECTOMY

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Gabriel Razvan Florin MOGOS³

ABSTRACT

THE PURPOSE OF THIS PAPER IS TO HIGHLIGHT THE ROLE AND PLACE OF CONVERSION IN LAPAROSCOPIC CHOLECYSTECTOMY. WITHOUT FIXING DOGMA, WE WANT TO MAKE A MODEST CONTRIBUTION TO THE INDICATIONS AND BENEFITS OF A CONVERSION MADE AT AN OPPORTUNE MOMENT, OUTLINING IT AS A PRUDENT SOLUTION THAT AVOIDS IATROGENIC LESIONS, BUT ALSO AN EFFECTIVE WAY TO REPAIR THEM WHEN THESE HAVE OCCURRED. CONVERSION IS THE WAY IN WHICH THE LIMITS OF LAPAROSCOPIC SURGERY ARE FILLED. WE ALSO WANT TO DRAW ATTENTION TO HOW THE INCIDENCE OF THE METHOD HAS EVOLVED AND WHAT EFFORTS ARE BEING MADE TO REDUCE THE CONVERSION RATE INTO LAPAROSCOPIC CHOLECYSTECTOMY.

THE LAPAROSCOPIC CHOLECYSTECTOMY CONVERSION REPRESENTS A VALUABLE DECISION WHICH COMPLETES THE LIMITS OF LAPAROSCOPIC SURGERY IN SOLVING INTRAOPERATORY INCIDENTS AND ACCIDENTS.

THIS DECISION MUST BELONGS EXCLUSIVELY TO SURGEON WHO NEEDS TO EVALUATE IN AN APPLIED RIGHT, PRUDENT AND WITHOUT AMPLIFIED PRIDE WAY, HIS SURGICAL POTENTIAL, HIS TEAM POTENTIAL AND THE AVAILABLE TECHNICAL CONDITIONS

WE STUDIED A GROUP OF 135 PATIENTS WHO UNDERWENT A CLASICAL CHOLECYSTECTOMY CONVERTED FROM A LAPAROSCOPIC ONE, PERFORMED IN THE IV TH SURGERY CLINIC OF CRAIOVA IN THE PERIOD 2001-2015.

KEYWORDS: LAPAROSCOPIC CHOLECYSTECTOMY, CONVERSION, BILE DUCT INJURY, CRITICAL VIEW OF SAFETY

INTRODUCTION

The first laparoscopic cholecystectomy on a human body was performed by Phillippe Mouret in 1987 in France, and nowadays this procedure has become the gold standard for

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gallbladder surgery.(3), whether it's acute or chronic suffering. Conversion is not generally viewed as a complication and therefore most surgeons do not persist laparoscopically when the procedure is difficult(1). However, these cases are often just as difficult as in open surgery (2), especially in those with acute or chronic cholecystitis with dense pericholecystic adhesions, uncontrollable bleeding from a main source or aberrant artery in the gallbladder bed, obscure anatomy of the Calot's triangle, fibrosis, thickening of gallbladder walls and loss of elasticity, . (4,5)

MATERIALS AND METHODS

We studied a group of 3595 patients proposed for a laparoscopic cholecystectomy performed in the 4th Surgery Clinic of Craiova in the period 2001-2015, the only criterion for inclusion being the performing or attempting of laparoscopic cholecystectomy. The study excluded 204 cases in which the first choice of cholecystectomy was the classic one.

Of the 3595 cases laparoscopic cholecystectomy in its anterograde, retrograde or bipolar variants, 135 resulted in the conversion into a classical, deliberate or necessity surgery. Criteria requiring conversion were represented by anatomopathological changes of the region cholecistocholedochial features characteristic of the stage of the disease, iatrogenic lesions or coexisting lesions but which could not be resolved laparoscopically.

RESULTS

Of the 135 cases, 98 were women aged 21-79 (the mean age being 53 years) and 37 men aged 31-91 (with an average age of 60). In all 135 cases the trocars were placed in the classic manner: umbilical for the optical trocar (10mm) - inserted after the pneumoperitoneum (97 cases) or by the open laparoscopy technique (38 cases); in the epigastrium at the 1/3 upper union with 2/3 lower of the xifoombilical median line for the working trocar (10mm); a trocar (5mm) in the right hypochondrium on the medioclavicular line at 3-4 cm below the coastal rib; a trocar (5mm) in the right flank, on the anterior axillary line. No small accessories were used. The telescope used was 30 °. In 32 cases, after insertion of the optic and epigastric trocars, it was found that the lesion could not be resolved laparoscopically and the conversion was decided immediately or within the first 10 minutes. The conditions that imposed this approach were: intensive pericholecystic adherent process involving the duodenum, the transverse colon and whose extremely difficult dissections would have resulted in lesions: 18 cases (56%); acute gangrenous cholecystitis with pericholecystic abscess and intense hepatic pediculitis: 4 cases (12,5%);

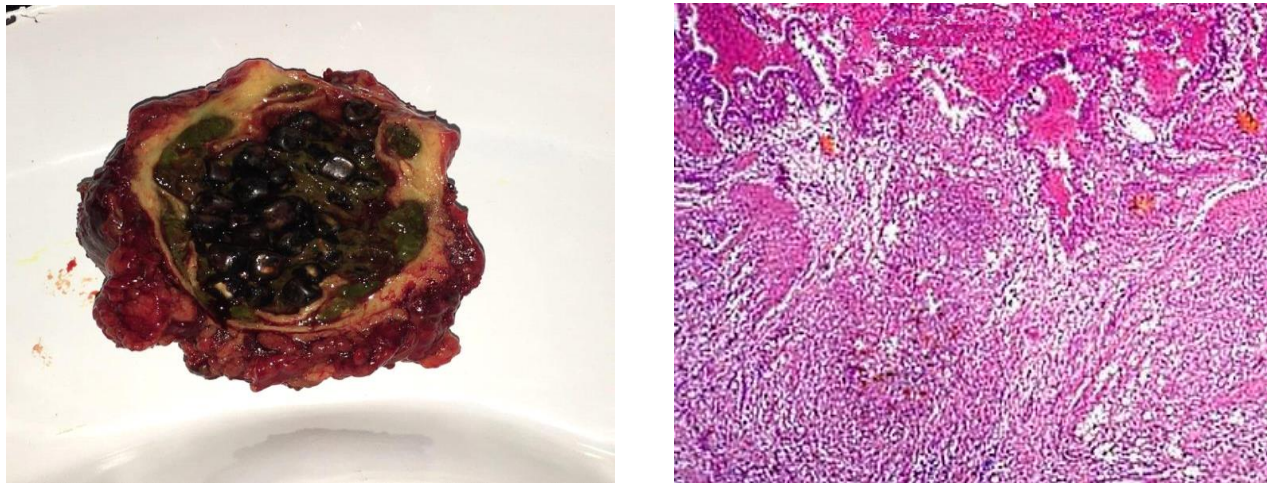


Figure 1. Ulceronechrotic cholecystitis

chronic sclerotropic cholecystitis with hepatic pediculitis: 3 cases (9,3%); equivalence of bilio-biliary fistula or biliary-digestive fistula undiagnosed prior to surgery: 4 cases (12,5%); bleeding wound in the diaphragmatic face of the right hepatic lobe produced at the introduction of the epigastric trocar: 1 case (3,1%); hepatic tumor VIII segment unknown prior to surgery: 1 case (3,1%); left iliac vessels lesion (incomplete section) at the insertion of the optic trocar: 1 case (3,1%).

Time until conversion	Number of cases	Percentage
Conversion within 15 minutes	32 cases	23,7%
Conversion within 30 minutes	18 cases	13,3%
Conversion within 60 minutes	70 cases	51,9%
Conversion within 90 minutes	15 cases	11,1%

In the first years, the conversion rate was higher, this being inversely proportional to the level of surgeon training at the beginning of laparoscopic surgery, as this new technique was introduced to our clinic in 2000, with the acquisition of the first laparoscopy kit. Subsequently, surgeons' performance grew, and they succeeded in solving difficult cases of laparoscopic cholecystectomy without recording incidents and intraoperative injuries or postoperative complications.

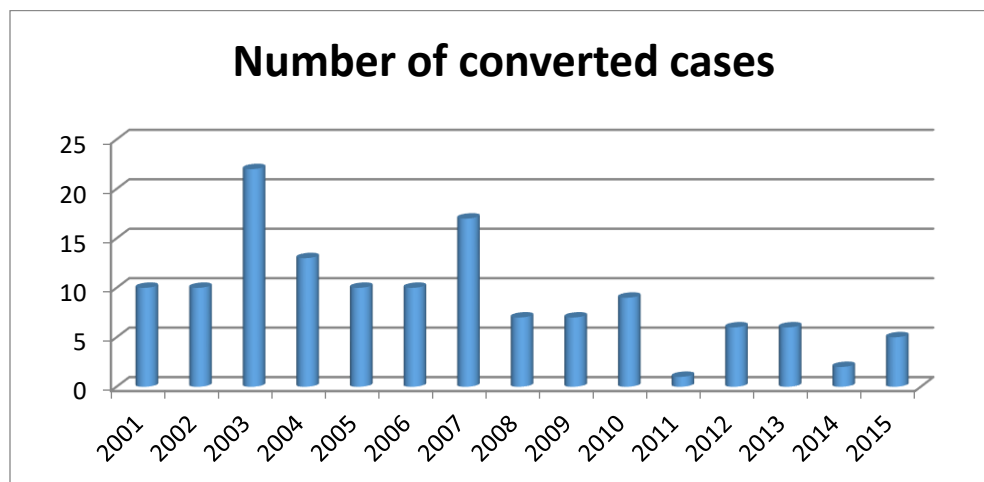


Figure 2. Number of converted case included in our study

The causes that led to the conversion of laparoscopic surgery into a classical one: 88 of the cases (65%) that entered into the study group had an severe pericholecystic fibrosis involving the liver, the gallbladder, the duodenum, the transverse colon and the great omentum, in varying proportions, and 85% of them had an associated hepatic pediculitis process that made it difficult to highlight vascular-biliary elements; 21 of the cases (15%) that were studied showed scleroatrophic changes of the gallbladder and for most of them the surgeon decided to convert in the first 15 minutes, cholecystectomy being practiced with great difficulty even in the classic version. In the case of 11 patients from the previous patients (52%), total cholecystectomy was not possible, part of the gallbladder wall remaining in the hepatic bed (incomplete cholecystectomy); 3 cases (2,2%) were diagnosed intraoperatively with the cholecysto-duodenal fistula and resolved by cholecystectomy and the surgeon used the duodenal lesion to achieve the directed duodenal fistula. Another case, equivalence of bilio-biliary fistula, was solved by cholecystectomy and transcystic drainage of the main bile duct after intraoperative exploration and the determination of its complete permeability; most cases of bleeding (14 cases – 10%) that caused the conversion of laparoscopic surgery into a classical one had as a source the vessels of the gallbladder hepatic bed that remained crumbly, most of them requiring hemostasis by suture or peritonization, compressible mesh or hemostatic sponges (Gelaspon, Tachocomb); another 2 cases (1,48%) resulted from the injury of the cystic artery, which, once retracted, was impossible to be identified by laparoscopic route. A plague in the liver produced during epigastric trocar insertion was another cause of conversion, which was solved by a compressible mesh. The worst case of bleeding was produced at the insertion of the optical trocar, cutting laterally the left iliac vessels and requiring median laparotomy for emergency with suture of the vessels; cases of main bile duct lesions were: 1 case (0,74%) with complete cross-section of the common bile duct (by confusing it with the cystic duct) solved by a hepaticojejunoanastomosis with Roux en Y loop; 1 case (0,74%) with the same complete cross-section of the common bile duct but rezoved by an choledococholedoco end-to-end anastomosis with a T tube placed through the anastomosis; 1 punctual lesion (0,74%) of the right hepatic duct solved by a main bile duct drainage with a Kehr tube whose cranial arm was inserted into the injured canal; 1 principal bile duct injury at the cystic duct implantation (0,74%) resolved by suture.

DISCUSSION

Surgeon is the main actor because the decision and the moment of conversion belongs to him. The type of anatomic-pathological lesion of the cholecyst requiring conversion differs depending on the surgeon's experience in laparoscopic approach but also in open biliary tract surgery. Different centers have reported widely varying rates of conversion to open operation (range: 1.5% to 6%). (6,7). Thus, at the beginning of laparoscopic surgery, acute cholecystitis (regardless of the anatomopathological form) was an element that decided to convert, nowadays surgeons have exceeded this criterion.(8) The surgeons' experience in laparoscopic cholecystectomy is reflected in the decrease in the percentage of conversions since the beginning of this type of intervention to date. (9) The "learning curve" seems to have had a special importance during the pioneering period when the surgeons experienced in the classical surgery tried (almost autodidact) to adapt to laparoscopic surgery (after different statistics a variable percentage did not adapt). This fact is also reflected in our statistics. Nowadays, when the new generation "has grown" and formed around surgeons already experienced in this type of surgery, it seems that this curve loses its implication in the genesis of complications, and implicit in the incidence of conversion. Conversion should never be seen as a "defeat," as a failure. On the contrary, this is a proof of prudence, intelligence and dedication to the patient. The surgeon who is converting must be well-experienced in open surgery, because a laparoscopic cholecystectomy will be difficult after conversion; on the other hand sometimes conversion is made for biliary, vascular and visceral lesions difficult to solve, whose recognition and repair requires multidisciplinary training and experience. (16) The surgeon is the one who, in laparoscopic exploration, has to notice an associated lesion that "has escaped" preoperative exploration and has to decide whether it can resolve laparoscopically or convert it.

Liu et al., (8) Simopolous et al., (9) and Kanaan et al. (10) reported that patients treated successfully by LC were generally younger than 50-60 years of age; in comparison, patients who required conversion had a mean age of more than 50 years and had a history of recurrent attacks of cholecystitis. The findings of Kanaan et al.(10) Simopolous et al., (9) and Nachnani and Supe (15) are in agreement with our finding that male patients have an increased risk of difficult LC and that being a male increased the risk of unsuccessful LC. There are elderly patients, with many associated diseases, some at the limit of the indication of pneumoperitoneum. A short laparoscopic cholecystectomy is preferable, this assuming minimal anesthetic-surgical trauma; but if the surgeon insists (without a proper assessment of the operating theater) to prolong the laparoscopic intervention (with the risks of intraoperative accidents) 1-2 hours and then to convert, those will be factors that will increase the risk on a terrain. It is the role of the surgeon to anticipate these developments. In other words, an opportune time for conversion is decisive in such situations, reducing the anesthetic-surgical risk. The findings of Kanaan et al.(10) Simopolous et al., (9) and Nachnani and Supe (15) are in agreement with our finding that male patients have an increased risk of difficult LC and that being a male increased the risk of unsuccessful LC. (17)

Sometimes the moment of conversion occurs immediately after visualization of the lesion. There are cases where an experienced surgeon decides immediately after visualizing the lesion that conversion is preferred. Meshikhes et al. (13) and Al-Saigh et al. (14) from Saudi Arabia reported a conversion rate of 11% in their cases, the most common cause of conversion being difficult anatomy, and they converted immediately.

CONCLUSIONS

The laparoscopic cholecystectomy conversion represents a valuable decision which completes the limits of laparoscopic surgery in solving intraoperative incidents and accidents.

This decision must belong exclusively to the surgeon who needs to evaluate in an applied, right, prudent and without amplified pride way, his surgical potential, his team potential and the available technical conditions. We have to admit that what for some of the surgeons, under complete technical conditions, an incident can be solved laparoscopically, for others may require conversion. If the time of conversion is questionable, sometimes it becomes an urgency and may require interdisciplinary surgical contribution. The conversion approach must ensure a wide access over the lesion which needs to be solved. Usually, it is a right subcostal incision, but according to each situation, median laparotomy may represent an ideal solution.

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BILE DUCT INJURIES IN DIFFICULT LAPAROSCOPIC CHOLECYSTECTOMY

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Vlad BALEANU²

Gabriel Razvan Florin MOGOS³

ABSTRACT

LAPAROSCOPIC CHOLECYSTECTOMY HAS QUICKLY BECOME THE OPTIMAL THERAPEUTICAL OPTION IN THE CASE OF GALLBLADDER LITHIASIS BECAUSE OF HIS MINIMALLY INVASIVE TECHNIQUE, REDUCED POSTOPERATIVE PAIN, FASTER RECOVERY, SHORTER HOSPITALIZATION, AND AS A WHOLE, REDUCTION OF THE HOSPITALIZATION COSTS.

WE STUDIED 3595 CASES OF LAPAROSCOPIC CHOLECYSTECTOMIES PERFORMED IN THE 4TH GENERAL SURGERY CLINIC IN CRAIOVA BETWEEN 2001 AND 2015. OF THESE, IN THIS ARTICLE, WE DISCUSS CASES OF EXTRAHEPATIC BILE DUCTS INJURIES PRODUCED DURING LAPAROSCOPIC CHOLECYSTECTOMY. WE EXCLUDED FROM THE STUDY THE LESIONS PRODUCED DURING CLASSICAL CHOLECYSTECTOMY OR OTHER SURGICAL INTERVENTIONS INVOLVING ADJACENT ORGANS. IN THE FOLLOWING, WE PRESENT THE CAUSE OF THESE LESIONS, THE MOMENT OF RECOGNITION AND OUR WAY OF SOLVING THESE LESIONS.

WE FOUND TWO LESIONS FROM A TYPE OF STRASBERG CLASSIFICATION, FIVE PUNCTUAL OR PARTIAL INJURIES (D TYPE OF STRASBERG CLASSIFICATION) OF THE EXTRAHEPATIC BILIARY DUCTS AND SIX MAJOR LESIONS (E TYPE OF THE SAME CLASSIFICATION).

IN THE CASE OF MINOR LESIONS, EVEN IF THEY WERE RECOGNIZED POSTOPERATIVELY, LAPAROTOMY SHOULD BE AVOIDED AND ATTENTION SHOULD BE GIVEN TO CORRECT DIAGNOSIS OF THE TYPE OF LESION AND ITS LOCALIZATION

THE COMPLETE LESIONS OF THE MAIN BILE DUCT NECESSARILY REQUIRE AN OPEN INTERVENTION, AND THE PROCEDURES USED MAY BE: END-TO-END SUTURE, WHETHER OR NOT PROTECTED BY A TUTOR TUBE OR BILIO-DIGESTIVE DERIVATIONS IF THE MAIN BILE DUCT'S DIAMETER PERMITS US (IF IT IS DILATED). THE USE OF HEPATICOJEJUNOSTOMY ON ROUX-EN-Y LOOP REPRESENTS THE FAVORITE APPROACH IN THE RE-ESTABLISHING OF BILIARY CONTINUITY.

KEY-WORDS: STRASBERG, ROUX-EN-Y HEPATICOJEJUNOSTOMY , EXTRAHEPATIC BILIARY DUCTS INJURIES, LAPROSCOPIC CHOLECYSTECTOMY, OPEN CHOLECYSTECTOMY

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INTRODUCTION

Realized for the first time in 1987, France, by Phillippe Mouret, laparoscopic cholecystectomy has quickly become the optimal therapeutical option in the case of gallbladder lithiasis because of his minimally invasive technique, reduced postoperative pain, faster recovery, shorter hospitalization, and as a whole, reduction of the hospitalization costs.(1,2) Despite its many advantages, this technique made itself remarkable through its high percentage of extrahepatic biliary ducts injuries. In reference studies, their frequency varies between 0 and 2.7%, values significantly increased compared with those in classical cholecystectomy, which are assigned values of 0.2 - 0.5%.(3) The most common causes leading to extrahepatic bile duct lesions are: misperception resulting in an illusory model of the anatomy (when the surgeon cuts the common bile duct thinking it is the cystic duct), loss of haptic input, 2-dimensional video monitor view, fixed viewpoint, to much use of the electrocautery.(4,5)

Each biliary lesion occurred during laparoscopic cholecystectomy has distinct features, just like the surgeon's reaction when he recognizes it. (6)

MATERIAL AND METHOD

Analyzing the 3595 cases of laparoscopic cholecystectomies performed in the 4th General Surgery Clinic in Craiova between 2001 and 2015, we focused on 13 cases of extrahepatic biliary ducts lesions. We did not include in the study those cases produced during the open cholecystectomy, as a first choice. Six patients were females and seven patients were men. Mean age of the 13 patients was 51.1, with age limits between 22 and 76 years.

This report includes only injuries and strictures occurred in association with the laparoscopic cholecystectomy, irrespective of whether the operation was completed laparoscopically or converted to an open procedure. We divided the lesions into two categories: minor lesions according to Strasberg and Soper (A – 2 cases) and respectively major lesions comprising the classes D (5 cases) and E (6 cases) of the same classification. Thus major lesions included a punctual or partial section of the main bile duct in 6 cases (in one of those cases, a partial lesion became after the second surgical intervention a complete injury of the main duct bile) and a complete section or obstruction of the common bile duct in 6 cases (including the one to which we have previously referred).

RESULTS

The conditions in which the injuries occurred were represented by: intense subhepatic adherence process involving supramesocolic viscera (duodenum, stomach, transverse colon) – 8 cases, important pediculitis process that prevented viewing / recognition main bile duct in most cases – 6 cases, the existence of scleroatrophic gallbladder located partially intrahepatic associated with pediculitis process – 1 case, subhepatic bleeding controlled by passing a transfixing wire – 1 case, more than one case involving two or three of this conditions. It is known that the acute and scleroatrophic forms of cholecystitis are risk factors because of the inflammatory process and the fibrous resemblance they produce. There were two minor bile duct injuries, type A of Strasberg classification, detected in the early postoperative period, treated conservatively.

We focused on the major lesions produced in laparoscopic cholecystectomy. The lesion was recognized during the first intervention in 6 cases by the leak of bile appeared in the operator

field or discovering a "second cystic duct" which has led to the mistake we made confusing of the main bile duct with the cystic duct and clipping it. A thorough / discernible dissection highlighted the true cystic duct and the lesion was thus recognized. In other 5 cases the extrahepatic biliary ducts lesion was recognized in postoperative period, when patients presented abdominal pain, nausea, vomiting associated with jaundice (3 cases), choleperitoneum or biliary leaks and the asthenic syndrome (2 cases).

We found five punctual or partial injuries of the extrahepatic biliary ducts which we will present below: one partial injury of the main biliary duct produced by the electrocautery which was resolved by a Kehr drainage; one partial section produced on the right hepatic duct resolved with a Kehr drainage whose long arm was inserted into the right hepatic duct; another lesion produced by the partial withdrawal of the cystic duct from the main biliary tract due to excessive traction has benefited from suture and patch. Two patients presented punctual lesions of the common hepatic bile duct; one of those was resolved by a Kehr drainage of the CHBD, and the other one whose lesion was recognized postoperatively (bile leakage, cholangiography) has requested discharge, and presented in a surgical department specialized in solving the cases of biliary tract injuries.

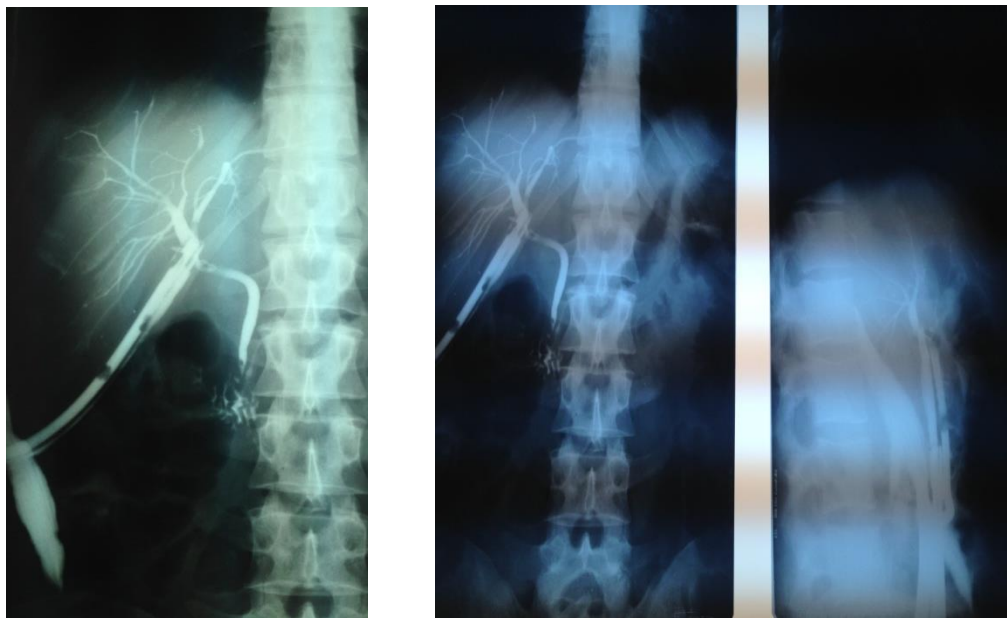


Fig.1: Cholangiography of the patient who requested discharge

Regarding Strasberg E type lesions, we present: one case of laparoscopic cholecystectomy, apparently without any incident or accident described in protocol, which came back in our Clinic three weeks later with jaundice, abdominal pain, vomiting, discolored stools, dark urine. An ultrasound exam showed a sudden obstacle to the main bile duct and dilation upstream of it. Surgery occurred and the fully clipped common bile duct is discovered. It was practiced a Roux-en-Y loop hepaticojejunostomy. The second case, a complete section of the main bile duct confused

with the cystic duct, was recognized intraoperative and it has been repaired through a Roux-en-Y choledocojejunostomy. The third case, another complete section of the common bile duct has been resolved through an end-to-end choledococholedocoanastomosis carried out by a transanastomotic drainage. The fourth case came back in our Clinic with obstructive jaundice appeared a week after a laparoscopic cholecystectomy whose protocol did not show any difficulties. Again, ultrasound highlights the presence of the clip on the main biliary duct. Surgery occurred and a Roux-en-Y hepaticojejunostomy was practiced. The fifth case, a difficult laparoscopic cholecystectomy with bleeding even difficult to control, converted into open surgery for hemostasis, presented postoperatively significantly increased bile leakage, and the last cholangiography finally showed dilatation of the common hepatic duct, with a sudden interruption of the choledoc. Roux-en-Y hepaticojejunostomy was practiced in this case, too.



Fig. 2: Cholangiography of the fifth patient with common hepatic bile duct injury

The last case, an elderly patient, presented one week later after the laparoscopic cholecystectomy with general condition alteration, fever, diffuse abdominal pain; ultrasound showed a large amount of intraabdominal fluid and paracentesis established the diagnosis of choleperitoneum. It intervened surgically in the open manner, and a punctual lesion of the common hepatic duct is found which is solved by a Kehr drainage. The patient is discharged with the Kehr drainage and came back five weeks later with jaundice. Surgery occurs this time too and a biliary common duct stenosis is found. The surgeon practiced a Roux-en-Y hepaticojejunostomy carried out by a transanastomotic drainage.

Immediate complications were specific (minor anastomotic fistula: 20-30 ml flow under conservative treatment between 5-7 days-2 cases and bilirubin 1 case in a patient who had his main duct bile drained with Kehr tube, resolved spontaneously within 4 days - source could not be identified: hepatic or bilirubin at the CBP suture around Kehr) and nonspecific: wound infection 2

cases, wound hematoma 2 cases, acute pneumopathy 1 case, urinary infection 3 cases. Late Complications – common bile duct stenosis 1 case. All patients were discharged from the hospital 7-10 days after the intervention.

DISCUSSION

The iatrogenic extrahepatic biliary ducts lesion is a serious fatal accident. If only some surgeons perceive it as a "catastrophic event for the patient," everyone agrees that the best treatment is prevention. An accidental surgical lesion of the bile duct represents one of the most exciting challenges even for an expert surgeon; the higher the lesion, the greater is the skill and experience required. The most suitable reconstructive technique and the timing of surgery are often determining factors for obtaining good long-term results (7). The real incidence of this lesions is not fully known because not all the patients return to the same surgeon or could be under-reported. Only one quarter of bile duct injuries are recognized during surgery (8).

The most common circumstances of extrahepatic bile duct lesions are represented by: acute and scleroatrophic forms of cholecystitis due to the inflammatory changes they produce, subhepatic adhesions, unrecognized anatomical abnormalities, bleeding and attempt to control it through various methods, incorrect identification of ducto-vascular elements or the wrong interpretation of these, the surgeon's experience (12). Diathermy has been identified as a cause of iatrogenic injury. The main cause of biliary lesions is an incorrect identification of the anatomy of the Calot triangle. As a first gesture, it's important to identify each element. We think like many other surgeons that the gallbladder's anterograde approach can better and accurately highlight the pedicle's vasculobiliary elements and thus decreases the risk of damage to these items.

The results of repair surgery for extrahepatic biliary tract lesions are influenced by several factors: the moment of recognition, the time of repair, the location of the lesion, the type of lesion, the association of other injuries and of course the surgeon's experience (11). A delicate problem, perhaps even more important than solving the lesions, is their intraoperative recognition. It is generally accepted that the best long-term results are provided by surgical repair of injuries recognized immediately after their production. Intraoperative cholangiography should be performed to determine the exact location and extent of the lesion (13).

In the case of minor lesions, even if they were recognized postoperatively, laparotomy should be avoided and attention should be given to correct diagnosis of the type of lesion and its localization. ERCP plays an important role and can become both the diagnostic method and the therapeutic way by performing papillosphincterotomy to improve bile discharge in the duodenum (9,10). In major bile ducts injuries, the main treatment is surgery which must provide adequate biliary drainage in the digestive tract. To obtain favorable long term results, it is important that reparatory surgical interventions be carried out in centers specialized in hepatico-biliary surgery. Each millimeter of healthy bile duct shall be preserved (14). The ways of repairing the lesions are reconstructive, substitutive or derivative, in relation to the location and extent of the lesion. In the case of incomplete lateral sections of the extrahepatic bile ducts, the suture of the orifice associated (or unlikely to be) with transcystic or choledocian drainage can be fixed (15,16,17).

The complete lesions of the main bile duct necessarily require an open intervention, and the procedures used may be: end-to-end suture, whether or not protected by a tutor tube or bilio-digestive derivations if the main bile duct's diameter permits us (if it is dilated). Otherwise, repair can be done after obtaining a proper caliber of the biliary partner (18). The use of

hepaticojejunostomy on Roux-en-Y loop represents the favorite approach in the re-establishing of biliary continuity, associated with a success rate of 92% as opposed to other therapeutic modalities (end-to-end anastomosis protected with a Kehr tube, dilatation with balloon). Hepp-Couinaud anastomosis represents a safe, durable anastomosis and a final solution for biliary lesions with previously multiples reparatory interventions (14).

CONCLUSIONS

Despite its many advantages, laparoscopic cholecystectomy continues to "provide" the most cases of extrahepatic bile duct lesions, the incidence of which persists for many years. The yearly distribution of the studied cases did not show a decrease in the number of these injuries with the accumulation of experience by the surgeons. The causes and circumstances in which these lesions occurred, did not differ from those cited in the literature.

In the case of minor lesions, even if they were recognized postoperatively, laparotomy should be avoided and attention should be given to correct diagnosis of the type of lesion and its localization. In major bile ducts injuries, the main treatment is surgery which must provide adequate biliary drainage in the digestive tract. To obtain favorable long term results, it is important that reparatory surgical interventions be carried out in centers specialized in hepatico-biliary surgery.

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