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NEWS REGARDING THE ACCOUNTING AND FISCAL ELEMENTS THAT APPLY PER DIEM GRANTED TO EMPLOYEES

Lucian Constantin Gabriel Budacia¹

Abstract

Employees traveling for work are entitled to payment of transport and accommodation expenses, as well as a delegation allowance, according to Romanian legislation. This allowance, known as per diem, is granted per calendar day both for travel within the country and for travel abroad. Per diem is one of the contractual aspects established by the parties when the employment contract is signed. The per diem level is established according to clear elements, in an amount expressly established by law. For example, when granting per diem, the company can no longer deduct other expenses for meals or transportation.

Keywords: *per diem, new accounting regulations regarding per diem, small accounting monograph*

JEL Classification: M41, M48, K34.

Introduction regarding the new financial and accounting regulations

Law 72/ 31.03.2022 and OMF 1235/ 28.03.2023 provides that the new regulations regarding daily allowances. Thus, a new ceiling is introduced for the amounts that are non-taxable and not subject to social contributions:

- ceiling of 3 basic salaries corresponding to the job held - for employees,
- 3 remunerations provided in the legal report - for the company's administrators;
- the regulation applies to both external and internal per diems.

The ceiling related to the value of 3 basic salaries corresponding to the job held is calculated by relating the 3 salaries to the number of working days in the respective month, and the result is multiplied by the number of days during the period of delegation/ secondment/ carrying out the activity in another locality, in the country or abroad.

The ceiling related to the value of 3 remunerations provided in the legal report is calculated by relating the 3 remunerations to the number of working days in the respective month, and the result is multiplied by the number of days of the travel period.

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Ceiling calculation formula:

Gross salary x 3 x no. of days for which per diem is due / no. working days of the month

The text of the law is clear and shows that it is not taxable and is not subject to social contributions either²:

"the delegation allowance, the secondment allowance, including the allowance specific to transnational secondment, the additional benefits received by employees based on the mobility clause, as well as any other amounts of the same nature, other than those granted to cover transport and accommodation expenses, received by employees according to the relevant legislation, during the activity in another locality, in the country or abroad, in the interest of the service, for the part that exceeds the non-taxable ceiling established as follows:

- (i) in the country, 2.5 times the legal level established for the allowance, by decision of the Government, for the staff of public authorities and institutions, within the limit of 3 basic salaries corresponding to the job held;
- (ii) abroad, 2.5 times the legal level established for the per diem, by decision of the Government, for Romanian staff sent abroad to fulfill temporary assignments, within the limit of 3 basic salaries corresponding to the job held.

Internal per diem

Regarding the internal per diem, some more important aspects are considered:

- internal per diem is granted on calendar days;
- for delegation with a duration of one day, as well as for the last day, in the case of delegation of several days, the allowance is granted only if the duration of the delegation is at least 12 hours;
- per diem is granted to each employee who is sent on a service mission:
 - At a distance of at least 5 km from the locality where the employee has his place of work;
 - For a maximum period of 60 calendar days per year (the 60-day period can be extended by up to 60 days, but only with the express consent of the employee:)
 - Only if the travel duration is at least 12 hours.
- if the deductible limit is exceeded (according to the calculation formula), the difference is considered salary income and is taxed in the same way as the salary;

² Law 72/31.03.2022.

- the company's employees and the company's administrator can benefit from the internal per diem.
- the only justification for the per diem settlement is the travel order/expense statement showing the travel in the interest of work and its duration; the per diem itself is not based on a document such as a voucher, receipt or invoice.

Example 1 - internal per diem

An employee with a gross salary of 5,000 lei goes on an internal delegation for which he benefits from daily allowance. The trip takes place in July 2023 and lasts 5 days.

Per diem/day = 57,5 lei

Therefore, he could benefit from the daily allowance $5 \times 57,5 = 287,5$ lei.

Now we have to check if we fit into the second ceiling, which is calculated as follows:

$(3 \times 5,000 / 22) \times 5 = 3,409.1$ lei

Due to the fact that the amount of 287,5 lei is below the ceiling of 3,409.1 lei, then the employee will be able to benefit from the 287,5 lei non-taxable.

External per diem

The external per diem is calculated differently from the internal per diem in the sense that the period for which the per diem is granted is determined according to the means of transport used, as follows:

- a) the moment of take-off of the plane, when leaving abroad, and the moment of landing of the plane, upon arrival in the country, but also at the airports that are crossing points of the state border of Romania;
- b) the moment of passing by train or car through the Romanian state border crossing points, both when going abroad and when returning to the country.

For fractions of time that do not add up to 24 hours, the per diem is granted as follows: 50% up to 12 hours and 100% for the period that exceeds 12 hours. In this situation, some clarifications are required:

- If an employee is away for more than 120 days, the per diem received during the time period exceeding 120 days is considered salary income and will be subject to payroll tax and will be included in the monthly basis for mandatory social contributions on the payroll.
- The employee can receive an advance before making the trip, following that upon returning from the trip, he must accumulate all expenses incurred, including per diem. If the amount of expenses plus

per diem is less than the advance granted, then the employee will receive the difference, and if the size ratio is the opposite, the employee will have to return the surplus.

- The preparation of the overtaking order is the responsibility of the employee. The legislation does not provide for a deadline for private entities, but as a rule they establish this through their own internal procedures.

Example 2 – external per diem

An employee with a gross salary of 10,000 lei goes on an external delegation for which he benefits from daily allowance. The trip takes place in July 2023 and lasts 15 days. Per diem/ day = 70 EURO

Thus, the employee could benefit from the per diem $5 \times 70 \text{ EURO} = 350 \text{ EURO}$; taking into account a rate of 1 EURO = 4.95 lei, in lei equivalent the amount is 1,732.5 lei.

Now we have to check if we fit into the second ceiling, which is calculated as follows:

$$(3 \times 10,000 / 22) \times 5 = 6,818.2 \text{ lei}$$

Due to the fact that the amount of 1,732.5 lei is lower than the ceiling of 6,818.2 lei, then the employee will be able to fully benefit from the non-taxable 1,732.5 lei.

Accounting monograph

A commercial company granted a treasury advance in the amount of 1,000 lei, to an employee who is going to go on a delegation of 3 days, respectively 2 nights. Accommodation is 200 lei/night, VAT 9%. Per diem is 57,5 lei/day. The employee has a salary of 4000 lei.

Therefore, the employee could benefit from $3 \times 57,5 = 172,5 \text{ lei}$ per diem.

Now we have to check if we fit into the second ceiling, which is calculated as follows: $(3 \times 4,000 / 22) \times 3 = 1,636.35 \text{ lei}$

Due to the fact that the amount of 172,5 lei is lower than the ceiling of 1,636.35 lei, then the employee will be able to benefit from the 172,5 non-taxable.

1. Recording the treasury advance		
542 Cash advances	5311 Petty cash in lei	<u>1.000 lei</u>
2. Registration of accommodation expenses		
% 625 Travel 4426 Input VAT	401 Suppliers	<u>436 lei</u> 400 lei 36 lei
3. Making the accommodation payment		
401 Suppliers	542 Cash advances	<u>436 lei</u>
4. Registration of per diem expenses		
625 Travel	542 Cash advances	<u>172,5 lei</u>
5. Refund of unused advance		
5311 Petty cash in lei	542 Cash advances	<u>391,5 lei</u>

Conclusions

Regardless of the field in which an entity operates, it may occasionally record expenses related to staff travel. Travels can be internal or external. The most important thing is that the settlement of expenses follows a business purpose. The diagram below shows the main steps for recording, playing and returning from travel.

Steps for recording, scrolling and returning from travel:	1. Establishing the need for travel
	2. Establishing objectives
	3. Registration of the travel advance
	4. Making expenses during the trip
	5. Registration of expenses incurred
	6. Restitution of the remaining advance (if applicable) or coverage of the amounts advanced by the employee

Employees/administrators traveling in the interest of work have the right to the payment of transport and accommodation expenses, also having the right to a delegation allowance (per diem), according to the Labor Code. The expenses that can be settled for the travel of employees are generally: transport and accommodation; meal served; travel allowance (per diem); car expenses - if the journey is made with the employee's/company's car.

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FEMININITY IN ORHAN PAMUK'S *THE RED-HAIRED WOMAN*

Alexandra Mărginean*

Abstract

The paper investigates the character of the red-haired woman in Orhan Pamuk's novel bearing this title, as well as the adjacent theme of patricide and filicide that the male character Cem, who narrates most of the story, is obsessed with. We start from the basic, most evident interpretations of the woman's symbolism, to then look into her as acquiring allegorical value and expanding her personality to reach not only archetypal value, but also to come to represent a complex world view. Given the dimensions that she embodies, the lens can be considered a feminist one, along with that of identity, cultural studies, and psychoanalysis. After the introduction, we look at the red-haired woman in the hypostasis of actress Gülciban, depicting first the general impression that she inspires and the obvious traits at primary levels of interpretation. Then, in section three, we reveal her complexity and the depth of the hermeneutic surrounding her, analyzing her place in the economy of the dichotomies presented in the story which are mainly related to the opposition between the old and the new. Also, this part of the paper brings arguments for the way in which she occupies the center, rather than patriarchal authority relying on the father.

Keywords: identity, femininity, psychoanalysis, archetypes, culture, paradigms of thought

JEL Classification: Z10

1. Introduction

In the town of Öngören, on the outskirts of Istanbul, on a construction site, Cem Çelik gets contracted by master Mahmut to help him dig wells for a wealthy businessman. Only sixteen and disturbed by the intermittent prolonged absences of a distant father, Cem finds in Mahmut a father figure who takes him under his wing, mixing, in his behavior with the young protege, harshness and protectiveness. He sets the habit of story-telling between them and takes the young man to town in the breaks from their work, facilitating for the latter the encounter – first, from afar – with the red-haired woman, who is a local beauty, a street theater actress, and with whom Cem ends up having a one-time sexual encounter. One day, an accident occurs as Cem drops the bucket that they use to manually extract the waste they dig up from the pit where they are working, and believes that he has killed his master and benefactor. Hence, he runs away both from the site and from home, taking the train to a new life, in which he studies hard, gets married and becomes a wealthy businessman himself in the field of real estate. The son resulting from his romantic involvement with the red-haired woman visits him and ends up killing him to avenge having been deserted by his father. The denouement of the story is told at the end by the woman.

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Our analysis tries to look into the complex symbol of the red-haired woman and femininity. It starts from the palpable, visible realities, only to discover her as an allegory. This presupposes a look into her meaning on various levels of interpretation, from the immediately accessible to the most hidden ones. We show that the father-son controversial relationship is a side aspect to the core concept of the woman and femininity. In this respect, the analysis can be considered to have feminist overtones.

2. Actress Gülcihan – first look, first impressions

It is obvious from the beginning that sixteen-year-old Cem takes a liking to the red-haired woman after he sees her in the city, while out to relax over a drink at the end of the work day as a well-digger. This liking becomes more obsessive as he starts following her to see where she lives and develops a habit of regularly walking to her block of flats in the evening to watch her lit window from the shadows in the street, practically stalking her.

What he remarks at the beginning is Gülcihan's physique: tall, attractive, with round lips, small fidgeting hands and red hair that becomes a signature feature, a nickname and a symbolical, essential, hallmark trait transformed into and acquiring the value of a proper name. She has some distinguishable characteristics in her air and behavior as well, which set her apart. First, there is a sad smile when she notices Cem's interest, as if she had seen something strange. Then, her eyes seem to be foraging for a memory while glancing at him, as if she were trying to retrieve it, as if they knew one another, which Cem describes as an expression of recognition on her face. This look is something that we initially interpret as the feeling of familiarity or *déjà vu* that sometimes proverbially accompanies love at first sight or a romantic interest. We are intentionally misled to assign this decoding to it at the beginning, as we do not have enough information to realize that familiarity in this case is precisely recognition in the concrete sense, as the woman has actually been Cem's father's mistress some time before, in the past, and he looks a lot like his parent. Her advanced age in comparison to Cem's, this fact and master Mahmut's alleged romantic involvement with her practically provide three contexts that *create the red-haired woman as a symbolical mother*, as she has paired with Cem's two fathers – one, his actual, biological parent, and the other a kind of adoptive, foster one, which makes his sexual interest in her oedipal. The woman's look as she watches him also contains another relevant ingredient, namely kindness and affection, which are qualities of a mother figure, contributing to the suggestion that Cem's interest in her resembles the tragical one of Sophocles' character's in *Jocasta*, his own mother in the play.

The red-haired woman is a *mix of contrasts*. On the one hand, the tenderness in her manner of looking is also coupled, in some contexts, with the very opposite ingredient, i.e. irony, just as her sadness is paradoxically

accompanied by joyfulness, which then evolves into playfulness. With this last development, we realize that, besides being contrastive, her personality is that of a seductress as well. The sliding glances, avoiding direct contact, which give the impression that she is shy and soft, looking away and letting her eyes merely brush the person only to quickly retreat, alternate with deliberate, fixed, straightforward, attentive, purposeful, unabashed stares. This vacillation creates a virgin and a vamp personalities in one.

At some point in the story, Cem makes the observation, looking at himself from the outside, that the charm of her glances and the energy that he has taken from their interactions has kept him going at work for three weeks. This period had been a particularly difficult and demotivating one, as it had become increasingly clear, from the signs of the earth in the pit, that the likelihood of finding water had become almost null. In this light, her energy and the way in which she can motivate and inspire him likens her to vitality and *life force itself*.

A part of her personality is being intriguing. Her appearance helps it, as it is a physical profile that stands out in the cultural background of Turkey. What is more, her air of *mystery* comes from her smile, which Cem notices upon various occasions, especially once as she is watching a movie on the screen in an open-air place; while noticing her mimicry and expression, he wonders whether some detail in the film is the cause of her strange look or something else that is particular to her personality.

Cem's desire for Gülcihan as a mother figure is decoded, on a first layer of interpretation, as an *Oedipus complex that he experiences*. What he feels comprises the main elements that psychoanalysis attributes to this aspect of the developing personality of a male child: a wish "to possess the parent of the opposite sex", consequently seeing the same-sex parent as a rival, along with feeling threatened by him, which will ultimately be solved through identification with the father (Hayes and Stratton, 2022: 249). However, there is animosity directed at the father, which meanwhile manifests itself, mainly due to anxiety not to be symbolically castrated by him (*ibidem*: 51). Cem goes through all these states, displaying all these symptoms. He desires Gülcihan, is jealous of Mahmut as she confesses that the master has visited her in her tent, leaving Cem the impression that there might be something between them and that she has the power to influence Mahmut in any way that she wants. This ill feeling will finally determine Cem to abandon a potentially dead or wounded Mahmut in the pit, and possibly even unconsciously cause the accident with intent. Moreover, the story that Cem tells Mahmut, as the well-digger asks him to change roles and be the story-teller for once, is the one in Sophocles' tragedy, which demonstrates that his mindset is permeated by it and that this might take a toll on his future actions. *The story of Oedipus and Cem not having integrated this complex is a first level of interpretation in the novel, along with*

the character of Gülcihan being extremely versatile and embodying the archetype of femininity.

3. The red-haired woman – further layered interpretations

In order to understand what the red-haired woman stands for further, we should have a look at some textual evidence as to the patriarchal quality of Turkish culture and society in the eighties (and later on as well), or its misogynistic tendencies – to be more radical in statements.

At the time of the story, in the eighties, the status of women is still somewhat inferior to that of men, which is proven by certain facts provided in the novel and stated by the narrator. In order not to impact negatively the authority of the father, his symbolical identity of a power core, of the one who possesses and enacts it, Turkish law automatically assigns paternity of a child to the woman's husband. According to an older law, if the woman declared that a man other than her spouse was the baby's father, the husband's family could kill her, or she would go to prison for adultery. This law did not change because people realized it was cruel and demeaning, but only when forced by progress in medicine, once paternity could be proven with DNA testing. A woman, however, could claim the acknowledgment of paternity for her child from the father at two times only: one year after birth, or for one year subsequent to the child's eighteenth birthday. The law favored men, covering for them in abusing women and going unpunished as well as unburdened by accountability. All this was theoretically meant to protect the family and avoid "shame" (my translation of the term) (Pamuk, 2021: 241). Of course, the question remains whose shame, and the conclusions would be that a double-standard, misogynistic society is depicted.

The reminiscences of this mindset are visible in what is considered respectable for women and what is not. Ayşe, Cem's wife, dates the young man for a year before they even hold hands or start kissing clumsily. Cem describes her as conservative. There is an episode to illustrate this, as, in the advanced stages of the relationship, when it is clear that they would get married, he takes her to a studio, unsuccessfully trying, for two hours, to convince her to sleep together, and she leaves the place in tears. Ayşe is a bright, educated, career young woman, which only goes to prove how deeply ingrained these old-fashioned principles concerning women and what is acceptable and respectable for them permeate society. As far as Gülcihan is concerned, she states herself that being married to a younger man is a source of embarrassment. Walking in the street at night accompanied by a man with whom she is not related is considered inappropriate. Respectability presupposes restraint. Even her career as an actress is deemed improper, as she is too exposed. All these points are made in the story by either Cem or Gülcihan herself. She describes her hair as a telling sign for lack of propriety, in the eyes of society, people believing that serious women do not wear that color. She makes this points on various occasions, insisting on it.

She indicates as the source of inspiration for her *red hair* the pre-Raphaelite painter Daniel Gabriel Rossetti and his model, the historical personality of artist and poetess Elizabeth Eleanor Siddal, who would later become his wife, hence initially playing for him the role of a temptress. Gülcihan points out that, in western culture, women with red hair are also perceived as angry, querulous and cantankerous, fault-finding, and that, in a women's magazine which displays female profiles with pictures and explanations under them, a photo of a red-head has as a note below "mysterious and angry" (my translation from Romanian) (*ibidem*: 307). Hence, the woman having this color of hair is revolutionary by definition, but in a sense that is negatively connoted, perhaps because being revolutionary is seen as a negative trait in itself, to which the equally negative one of a woman contradicting men or tradition gets added, since a woman's place is, in the eyes of this society, to be subdued. Gülcihan goes against conservative views in a lot of ways. She defies respectability through her actions – choosing a career that entails exposure (physical, bodily one), marrying a younger man, getting divorced (from Turhan) and marrying again – moreover, her former husband's younger brother (Turgay), becoming an adulteress with an adolescent half her age (Cem), having had an affair with Cem's father beforehand (Akin). Another important aspect related to her red hair is the way in which she solves the problem of authenticity, which Turkish people seem to be obsessed with, according to her saying. In a conversation with a woman whose hair is genuinely and naturally red, she presents her own red hair in a more positive light by indicating that it is a choice, not a given, which makes it a sign of empowerment rather than passive fate. What is more, to preserve authenticity, she colors it with henna, instead of chemical dye. This is how she resolves the matter of the need for authenticity, describing her red hair in a new way that turns expectations around and actually manages to make it superior somehow to the genuine one. The red hair is made to stand for impropriety when Gülcihan mentions the way in which her husband Turgay associates it with betrayal in love, with Gülcihan having been the wife of his elder brother and of her trespasses in that wedlock. Her signature, the red hair, stands for a wild, untamed and subversive nature overall.

Still related to both the patriarchal Turkish society and Gülcihan's refusal to conform to it, we can add to the picture her comments on Turkish men. She describes them as lacking common sense, as rude and swearing a lot – the kind of cursing that involves women-mothers, with sexual connotations, so the most misogynistic of all curses. She also implies men's instinctuality, their brutal and coarse nature, visible in their vulgar and rough manifestations as she performs on stage, when they shout at her from the audience to remove her clothes. Still, their simple-mindedness and animal nature take over while watching her on stage in a play with oedipal overtones whose topic is patricide or filicide, as

they see her as both an object of sexual desire and as their mother in one, simultaneously. *Reducing them to this condition, of this kind of viewer, empowers Gülcihan, who embodies in those moments their everything, their whole reality, fulfilling all their needs synchronically, which is the ultimate power over them.* While wailing for the lost son, Gülcihan becomes the center of the world – as she puts it, “the meaning of the world rests on mothers’ wails” (my translation from Romanian) (*ibidem*: 319-320). In the culmination of her acting, she becomes an *axis mundi*, the *essence which makes the world exist, a core, the glue keeping it together.*

All these arguments transform Gülcihan not only as a revolutionary woman, one that goes against tradition and patriarchal values, embodying progressive, perhaps leftist ones, a feminist, but also the very center of the world, the most volatile and versatile of essences.

Let us see what this status of the red-haired woman represents in the economy of the canons of interpretation of reality, whether and how it is relevant in this context, and what kind of connotations it gets enriched with. The story deals quite a lot, implicitly, with the relationship between tradition and modernity. Tradition could be roughly defined in the novel, as some of the characters do, as right values, of fundamentalism, nationalism, being religious in the traditional sense, whereas leftist values point to more flexible approaches of envisaging reality and, ultimately, towards change. Enver presents this polarity between left and right as a “modernist-bigot” one (*ibidem*: 380). The background of the eighties in the story, characterized by military rule following fragmentariness and violent social outbreaks (1980 Turkish coup d'état, n.d., *Wikipedia*, https://en.wikipedia.org/wiki/1980_Turkish_coup_d%27%C3%A9tat), is relevant to mark a strong identity crisis which makes the issues of a unitary world view or truth all the more challenging to find.

There are some clear indications in the novel that the man/father stands for tradition. Cem’s adult son compares the modern man, who is lost in the city jungle, to being fatherless, an orphan (Pamuk, 2021: 380), and, still according to Enver, when one lacks a father, one does not understand that the world has limits and a center, and ends up struggling to find a meaning, subsequent to being able to do anything one wants and realizing that one does not know what to do anymore, so individuals reach a point where they look for someone to tell them “no” (*ibidem*: 270). In other words, the father is the center, the *axis mundi*, the Logos and meaning, as well as the limit, defining what should and should not be done, so what is right and wrong, functioning as guidance. Hence, the father is much like divinity in all these respects. It becomes logical that killing the father would entail, in the traditionalist’s perspective, a loss of values, confusion, going adrift and losing reference points. However, Enver also refers to the other side of a father besides the protective one: his authority can crush the child’s personality with his affection and force (*ibidem*: 382), which implies

that he stands in the way of progress and evolution. The allegory of the patricide is the struggle to evolve, to advance and improve. An occidental individual is not a subdued son (*ibidem*: 384), he revolts against the father. Going against the father is going against tradition, but, as Cem notices, it is fashionable in Europe, not in Turkey (*ibidem*: 385), which automatically places Turkey in the scope of traditionalistic countries.

Young Cem wants to become a writer – i.e. a teller of history/he-story, a Hermes of times. The way he gives up this dream to plunge into the study of a more prosaic area, namely geology, engineering and constructions, which is in fact what his surrogate father Mahmut taught him, only goes to show that Cem leads his life under the invisible but ever-present hand of the past, feeling indebted to it and haunted by it in equal measure. The study of rocks metaphorically stands for an interest in continuity and history. Cem's preoccupations are both a tribute to and a sign of trauma for the role model Mahmut. The protagonist both emulates or embodies his so-called father, and feels oppressed by him, as he has discarded his own dreams, changing into a successor for Mahmut. On a deeper level of interpretation, Cem has allowed himself to live under the imperialistic authority of tradition, represented by the father, taking up a conservative, serious career, as opposed to the bohemian, modern one of a writer. His decision equates a look into the past rather than one into the future, into the concrete and material rather than imagination and possibility.

However, both interest in geology and writing are ambivalent symbolical actions. In both, there is the investigative ingredient that represents a search into what already is, so into the past and a chain of causality that has led to the present state of things. Alex Preston duly brings into a discussion on Pamuk's metaphors Heraclitus' view of the truth lying "at the bottom of a well" (Preston, 2017). In this respect, the movement is backwards. Also, nevertheless, the very idea of development through constructions, and the metaphor of building relate to a symbolical eye on the future, on what follows. They are creative acts by definition as well, which entail newness. This side note mentioned, we still can envisage the involvement in rock engineering as symbolizing tradition, for the reasons enumerated above, and writing as departing from it, and thus symbolizing modernity, due to the wider context of the novel and of the character Cem.

Writing presupposes interpretation, unavoidably, so putting all the information into a new context, and perhaps giving a verdict based on all the facts, which makes it a subversive act, because it implies that everything that has already been said could suffer improvement, that there is the need for something else to be said, to perfect further the existing material. Hence, writing stands, in Pamuk's novel as well, for innovation, for freshness. The paradox that we come to is that without understanding first the past, one cannot move away from it, and then move on, as long as there are hidden aspects or elements not put into order, classified, internalized harmoniously left behind.

The truth of what is and has been is necessary for progress, for development, for evolution. In translation, there is no modernity without tradition, the former entails the thorough comprehension of the latter, it actually depends on the latter in this respect. Psychoanalytically as well, until one is at peace with the past, even as that means closure, one cannot look into the future.

This love-hate relationship between, on the one hand, tradition and modernity, and, on the other, the individual's positioning with respect to both, is mirrored by the obsession with two stories instead of just one – Oedipus's killing of the father (i.e. the killing of tradition) and Rostam's killing of his son Sohrab, from the *Book of Kings* or *Shahnameh* by Persian poet Ferdowsi. Geraldine Brooks sees the two masterpieces as illustrating the competing mindsets of embracing change and, respectively, stifling it: Sophocles' Oedipus is thus "shorthand for the would-be tradition-killers of Western modernity", whereas the Persian epopee is about the "old-against-young, backward-looking extremism, wielding an airless adherence to tradition against any would-be modernizing trends" (Brooks, 2017). Just as the son wants to emerge from the father's authority, ending up developing animosity with the father, hating him for his upper hand and for his authority to the point where he wants to kill the father, the father remains present in the son and provides a background on which the evolution needs to take place. The emergence from the influence of the past, done with great struggles, is made by the individual only for him to face the same fate later – to become obsolete, to be threatened by further newness or a symbolical son in his turn, to take the place of the killed with the implacable passage of time, in a reversal of roles. What is left for the aged, out-of-date individual is to be killed or to fight the "son", claiming its own survival or accepting his doomed fate, learning to cede the place he has taken. This dynamic is cyclical and entails learning more lessons, passing through various stages in the process of accomplishing maturity, and acquiring progressively more profound layers of understanding and capacity. One "kills" only to "be killed", symbolically. One aim is to be in both positions or roles and learn the paradoxes involved. Another might be to reach a kind of illumination in terms of acceptance and, if possible, sacrifice and love. Cem gets to be both the betraying son and the exterminated father, the executioner and the victim.

A lot of the material reviewing the novel focuses on the father-son relationship as a central theme. But the original Oedipus myth has another component, i.e. the *quest for the mother*, which, we contend here, is actually the most prominent part in Pamuk's literary piece under analysis. The novel we are analyzing is called *The Red-Haired Woman*, which makes her the focus. Also, she is the narrative voice that closes it, actually surviving Cem, who is killed in the end by his son Enver; this is a relevant symbol, which could point to the fact that she is not the past, but more like an eternal, all-encompassing presence, and as a primordial source, cause and trigger – immensely like divinity. To come

back to Cem's murder, his decision to leave the master in the well is ultimately the jealousy that Mahmut may have had an affair himself with the red-haired actress on which Cem develops a crush and with whom he has intimate relations later on. Since the woman is much older than him, in her forties, closer to Mahmut's age, and since he has become a father figure to Cem, this context creates the auspices for the interpretation of the woman as a surrogate mother for Cem, making his desire for her an Oedipal one. It is this desire that fuels his decision to leave Mahmut die, perhaps even, unconsciously, functioning as the cause for an induced fatal "slip"; subconsciously, it may be the case that Cem wanted Mahmut out of the picture or dead to eliminate the male adversary to the woman's heart. This deeply hidden desire for the symbolical mother could have been the one to determine Cem to make the mistake. Given the fact that he is no longer a rookie, and he has learnt the ropes, it is strange that the accident still takes place; had he been in his incipient stages of the apprenticeship, or generally inattentive by personality, the slip would have made sense, but the way it happens, it is illogical and improbable. Desire for the mother is the incentive that brings about the killing of the father.

Everything that we have mentioned above goes to show a few interpretations. Even though the Oedipal story may symbolize the prevalence of modernity over tradition, it does so only apparently, because the son acts on account of his weakness as a result of being affected by Oedipus' complex. He is bound by fate to commit this act, which means that this act is not emerging from the exercise of free will, but from *hybris*. Therefore, his taking of action is not actually agency in the real sense. He cannot escape either the father-son oppressive polarity nor his weakness with respect to the mother, the fact that he has been born out of a woman, the woman as a source. This is why Cem is an *auteur manqué*, a failed author in the story, as well as in the novel, which is finished by the red-haired woman who represents the accomplished narrator. It traditionally writing has been presented as a specifically male activity, she replaces and surpasses man in talent and skill in this respect, as well as in that of representing authority. It is she who takes precedence over the son, and over any man, as a symbol, being newness with a plus. She is not part of any polarity, but above it, as she is the one who engenders men. Unlike traditional authority, she encompasses, through her revolutionary nature and acts, as well as through her versatility, the other end of the spectrum of reality, being both the origin/source and the ultimate novelty. Hence, she is the one that closes the circle.

Gökner notices what other commentators on the novel have also hinted at – that the two stories that obsess the protagonist are “generational allegories about tradition and modernity, the East/West conflict, Islam and secularism, and even socialism and capitalism” (Gökner, 2017). However, what Gökner manages to do, unlike the others, is take the idea to its real and elusive endgame interpretation, namely the true meaning of the story as an usurpation of

patriarchalism, presenting femininity as a superior solution that manages to give credit to both binary notions involved only to introduce a third, middle-way that is also an upgrade, at the same time surpassing polarity and giving the sense that it has always been there, even archetypally so, given the nature of the Freudian context created in the novel: “Pamuk insightfully ends by including what’s missing from both Eastern and Western accounts — a woman’s voice”, and thus “gives authority (and authorial voice) to the woman, who usurps the place of the father” (*ibidem*). This is why the woman is both origin and newness, as the red-haired character exists as a source as well as a finish line.

4. Conclusions

Even though Cem has a tendency to depart from tradition and the symbolical father by killing him and prospecting the career of a writer, he does not manage to go above his condition or the polarity involved in the dichotomy father-son. His being killed by his own offspring Enver in the end, as well as his failure to become a writer prove it. The red-haired woman, on the other hand, is the real, successful narrator, which Cem’s voice only prepares us for, in the same way in which a initial version of something is the imperfect sketch announcing the prototype, in a *finis coronat opus* stance. In this way, we can read Pamuk’s story in a feminist key. Although we know the red-haired woman’s name from an early stage in the novel, Cem continues to refer to her as the red-haired woman, which is a clue to her being a powerful symbol rather than a particular character.

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EXPLORING ENVIRONMENTAL ECONOMICS THROUGH GREEN LANGUAGE LEARNING

Măduța Gyongyver *

Abstract

Language learning is an ideal avenue for introducing green practices, as it offers a dynamic platform for exploring diverse cultures, discussing global issues, and fostering communication skills. By integrating green themes into language education, educators can empower students to become effective communicators while also nurturing their understanding of environmental sustainability. The present study proposes solutions on how this integration can be expanded upon.

Keywords: *economics curricula, green practices, green economics, language learning*

JEL Classification: D83, P36, P46, Z11

1. Introduction

Developing language curricula that feature eco-themed content, such as articles, podcasts, videos, and literature, which address topics like climate change, biodiversity loss, sustainable agriculture, and conservation efforts implies that educators select materials that are appropriate for different language proficiency levels, ensuring that students can engage meaningfully regardless of their language skills.

On vocabulary and language practice, educators must introduce vocabulary related to environmental issues and sustainability. Students can learn words and phrases associated with renewable energy sources, pollution, environmental policies, and conservation strategies. Use of these new terms in context, enables students to practice their language skills through discussions, debates, and written assignments centered on green topics..

2. Integration of Green Practices in Language Learning and Economics Education

Eco-themed language curricula are gaining traction, blending language learning with environmental awareness. Educators recognize the importance of integrating sustainability into various subjects. In language curricula, this often involves incorporating eco-themed vocabulary, discussions on environmental issues, and exploring related texts.

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Authentic materials like articles, videos, and speeches about climate change, conservation efforts, or sustainable living can be part of the curriculum. Language learners get to engage with real-world content while expanding their language skills. Some curricula even include projects or assignments that encourage students to research and present solutions to environmental challenges in the target language. It's an exciting approach that not only enhances language proficiency but also fosters a sense of global citizenship and environmental responsibility.

By intertwining language learning with environmental awareness, these curricula aim to create linguistically proficient individuals who are also environmentally conscious and capable of addressing global challenges. It's a holistic approach that prepares learners for the interconnected world they'll be navigating.

Language curricula that feature eco-themed content bridge the gap between linguistic acquisition and environmental consciousness. These curricula engage students in discussions, readings, and projects related to sustainability, empowering them to develop language skills while becoming environmentally aware global citizens¹. Here's how to effectively develop such curricula:

1. Thematic Unit Planning - Language courses should in this case be structured around thematic units centered on environmental topics like climate change, biodiversity, energy conservation, and waste management. Each unit should encompass various language skills such as reading, writing, speaking, and listening, allowing students to engage with the theme from different angles. A deliberate fusion of language learning and environmental consciousness is required when organizing language classes around thematic units focused on environmental themes. Educators may start with the fundamentals of language and incorporate vocabulary and expressions with an eco-friendly theme. To ensure language development in context, one can move on to reading and listening exercises using real materials, such as articles on environmental policies or climate change.

Thematic units can be arranged according to particular environmental problems, like biodiversity, renewable energy, or deforestation. Every unit includes speaking exercises that encourage dialogue on these subjects and provide students the chance to voice their opinions using the language skills they have learned. Assignments involving writing may include essays or reports that examine the social and economic facets of environmental problems.

2. Authentic Materials Selection- Educators must choose authentic materials, such as news articles, TED Talks, documentaries, and podcasts, that

¹ Akram, A., & Malik, A. (2010). Integration of language learning skills in second language acquisition. *International Journal of Arts and Sciences*, 3(14), 231-240.

cover environmental issues in the target language. The educator should ensure the materials are appropriate for different proficiency levels, gradually increasing complexity as students' language skills improve. In order to emphasize both linguistic proficiency and a deeper understanding of environmental issues, educators should incorporate project-based assessments. Students should be given the task of creating presentations or campaigns in the target language. Cultural components can enlarge students' perspectives by examining how various cultures respond to ecological issues. This methodical approach guarantees that language courses improve students' language skills while also enabling them to participate meaningfully in conversations about important environmental issues.

3. Engaging Reading and Listening Activities - Design comprehension activities that require students to extract key information from environmental texts and audio content.

Follow up with discussions, debates, or writing assignments where students can express their opinions, share insights, and analyze the content critically.

4. Vocabulary and Language Development - Introduce specialized vocabulary related to environmental topics. Create word lists, flashcards, or interactive vocabulary quizzes to reinforce these terms. Another recommendation is to incorporate exercises that involve using newly acquired vocabulary in context, encouraging active language use.

5. Writing Assignments with Purpose - Assign writing tasks that require students to craft essays, opinion pieces, or reports on environmental issues. Encourage them to propose solutions, present arguments, and support their claims with evidence.

It is also essential to provide feedback that not only focuses on language accuracy but also encourages deeper exploration of the chosen topic.

6. Speaking and Debate Exercises – Achieved through organizing structured debates or group discussions on eco-related controversies, such as the pros and cons of certain environmental policies or the role of consumer behavior in sustainability. Encourage students to articulate their viewpoints persuasively and respectfully, fostering effective communication skills.

7. Integrated Cross-Curricular Connections – Involves collaboration with science or geography teachers to create interdisciplinary projects that combine language learning with environmental science concepts.

For instance, students could write research papers in the target language on topics like renewable energy technologies or the impact of deforestation.

8. Cultural Perspectives on Sustainability -Educators must explore how different cultures approach and value sustainability. Compare and contrast eco-friendly practices and attitudes in various regions.

Discuss cultural norms related to consumption, waste, and conservation, fostering cultural awareness alongside language proficiency.

9. Project-based Learning – This involves engaging students in project-based learning by assigning tasks that require them to research, analyze, and present solutions to local or global environmental challenges. Projects could include creating multimedia presentations, producing videos, or developing eco-awareness campaigns in the target language.

10. Guest Speakers and Virtual Field Trips- Achieved through inviting guest speakers, such as environmental activists or experts, to share their insights with students in the target language.

Explore virtual field trips to eco-friendly sites, renewable energy installations, or nature reserves, providing students with immersive language experiences.

2.1. Benefits of the Eco-themed Language Curricula

Eco-themed language programs combine environmental awareness and language learning in a smooth way. These programs embed language skills in real-world ecological situations by incorporating topics like pollution, sustainability, and biodiversity into vocabulary lessons. Real resources, such films and articles, enhance knowledge about conservation, sustainable living, and climate change. While tackling important environmental issues, students practice their language abilities through reading, listening, and comprehension tasks.

Writing assignments help students express their opinions on environmental issues in essays or group projects. Speaking exercises include role-playing and debates on sustainable development, which help participants become more fluent in language while discussing environmental policy. Cultural elements examine how various societies view and engage with the natural world. Students enrolled in project-based learning are required to investigate and, in the target language, provide solutions to regional or global environmental problems.

Students connect language learning to real-world issues, enhancing their motivation and engagement. Exploring complex environmental topics nurtures critical thinking skills and encourages students to evaluate different perspectives.

Students also become informed about global environmental challenges, fostering a sense of responsibility and empathy. Engaging with authentic materials improves language skills while exposing students to diverse language use. Students thus learn how to express their opinions and ideas effectively, empowering them to advocate for sustainability.

Developing eco-themed language curricula goes beyond traditional language teaching, transforming education into a platform for meaningful discussions, insights, and actions related to environmental sustainability.

Incorporating green practices from various cultures into language lessons involves exploring how different societies approach sustainability, such as the concept of "hygge" in Danish culture emphasizing simple living and mindful consumption. This encourages students to research and present on eco-friendly traditions, practices, and innovations from around the world, fostering cross-cultural understanding.

Through green storytelling and writing, educators may task students with creating stories, essays, or poems that address environmental issues. This encourages them to think critically about sustainability while honing their writing skills. This also is accompanied by the use of storytelling as a creative tool to communicate environmental messages, allowing students to explore different perspectives and narratives related to the environment.

Another idea is the organization of interactive role plays and scenarios. Role-playing exercises where students act out scenarios involving environmental challenges, such as negotiating international climate agreements or advocating for greener urban planning. These immersive activities enhance students' speaking and negotiation skills while deepening their comprehension of real-world environmental issues.

A proven successful practice is the facilitation of collaborative projects² that transcend linguistic and cultural boundaries. Students from different countries can collaborate on projects like creating bilingual environmental awareness campaigns or compiling green recipe books.

This approach promotes teamwork, intercultural communication, and a shared commitment to environmental sustainability.

2.2. Use of debates in Green Language learning

Debates offer a powerful platform for language learning while delving into complex topics like environmentally conscious economic policies. Engaging students in discussions where they argue for and against such policies not only enhances their language proficiency but also deepens their understanding of the economic and environmental implications of these policies³. Here's how to effectively structure and expand on this approach:

1. Policy Selection:

Choose a range of environmentally conscious economic policies to debate, such as carbon pricing, renewable energy subsidies, plastic taxation, or sustainable transportation incentives.

Select policies that are relevant to the students' context and the global environmental challenges.

² Burmeister, M., Rauch, F., & Eilks, I. (2012). Education for Sustainable Development (ESD) and chemistry education. *Chemistry Education Research and Practice*, 13(2), 59-68.

³ Hagger-Vaughan, L. (2016). Towards 'languages for all' in England: the state of the debate. *The Language Learning Journal*, 44(3), 358-375.

2. Research and Preparation:

Assign students to teams, with each team tasked to argue for or against a specific policy.

Encourage students to conduct research to gather facts, data, and expert opinions to support their arguments. This promotes critical thinking and information synthesis.

3. Opening Statements:

Begin the debate with each team presenting their opening statements. These statements should outline their stance on the policy and provide an overview of the main points they intend to make.

4. Structured Arguments:

Guide students to structure their arguments effectively. For instance, arguments could focus on economic benefits, potential drawbacks, social implications, and environmental impacts.

Encourage students to use persuasive language, rhetoric techniques, and data-driven reasoning to strengthen their arguments.

5. Rebuttals and Counterarguments:

After opening statements, allow teams to engage in rebuttals and counterarguments.

This phase encourages students to listen actively, think on their feet, and respond intelligently to opposing viewpoints.

6. Moderator and Audience Participation:

Designate a moderator to ensure the debate remains respectful and organized.

Involve the audience (classmates) by allowing them to ask questions, challenge arguments, and vote on which team presented the most compelling case.

7. Language Variety:

Emphasize the use of diverse language skills, such as formal vocabulary, idiomatic expressions, and persuasive language, as students articulate their positions. An eco-themed curriculum that prioritizes language variety is highly beneficial for economics students. The incorporation of different language skills becomes an effective tool in grasping the economic implications of sustainability and conveying opinions as burgeoning economists become involved with environmental issues.

Through the use of formal vocabulary, students gain a comprehensive grasp of economic concepts connected to environmental sustainability. Topics covered include market-based environmental policies, circular economy

models, and green economics. They can confidently navigate economic debate thanks to this language's accuracy.

Students who are exposed to colloquial language are better able to understand economic talks in a multicultural setting. Additionally, it fosters effective communication in both formal and informal situations by enabling people to articulate complicated economic ideas in a more nuanced and native-like manner.

Educators should encourage the integration of appropriate connectors and transition phrases to enhance the flow of arguments. Since economics frequently entails promoting specific policies or solutions, students gain persuasive language skills. They gain the ability to formulate strong justifications for economically viable, ecologically friendly activities and to effectively communicate these arguments in speeches, essays, and debates.

By including technical economic terms associated with environmental economics and sustainable development, instructors may make sure that students are able to comfortably read academic texts and professional discussions. This readies them for positions in the future when proficiency in domain-specific language is essential.

Students studying economics who are exposed to a range of language abilities are better equipped to interact with professionals in a variety of professions. Their fluency in the language enables smooth communication and cooperation whether they are interacting with scientists, policymakers, or members of the public.

8. Summation and Closing Statements:

Conclude the debate with summation and closing statements from each team. This is an opportunity for teams to reinforce their main points and reiterate their position on the policy.

9. Post-debate Reflection:

After the debate, facilitate a reflective discussion where students analyze the effectiveness of their arguments, the strengths and weaknesses of the policies, and their personal insights gained from the exercise. Essentially, this approach to language variety gives economics students a wide range of language tools. They are proficient in environmental economic theories and models and have the ability to communicate their ideas clearly in language that is appropriate for the situation and the culture. Their ability to contribute significantly to interdisciplinary conversations regarding the confluence of economics and environmental sustainability is enhanced by their diverse language proficiency.

There are several benefits of debating environmentally conscious economic policies⁴.

Language Fluency: Engaging in debates hones students' language skills, promoting fluency, clarity, and effective expression.

Critical Thinking: Students evaluate complex issues, considering various aspects and forming well-structured arguments.

Research Skills: Researching supporting evidence enhances students' research skills and information literacy⁵.

Perspective-taking: Debating both sides encourages students to understand differing viewpoints, fostering empathy and open-mindedness.

Real-world Application: Connecting language learning with real-world issues develops skills for active citizenship and engagement.

Expanding language learning through debates on environmentally conscious economic policies empowers students to explore the intricate relationship between economics and the environment. As they articulate and defend their positions, students develop linguistic proficiency while gaining a nuanced understanding of the economic considerations driving environmental decision-making.

Educators must empower students to take the lead in organizing green events, such as sustainability fairs, eco-awareness campaigns, or workshops on upcycling⁶. This hands-on involvement enhances their sense of ownership and responsibility for environmental stewardship.

Debate participation improves one's ability to support and defend economic policy. Enthusiasts of economics get the ability to explain their opinions clearly and use economic arguments to justify measures that protect the environment. This skill set is essential for positions in the future where policy advocacy plays a major part.

Collaborating with students from other disciplines is encouraged while exploring environmentally conscious economic ideas in debates. This interdisciplinary dialogue reflects the collaborative nature of tackling difficult issues and improves our understanding of environmental challenges in a holistic way.

Speaking clearly and concisely while debating improves language proficiency. Enthusiasts of economics develop their ability to articulate complex concepts, employ formal economic language, and effectively address counterarguments - all necessary for successful communication in both

⁴ Ball, S. J. (2021). *The education debate*. Policy Press.

⁵ Lemmer, C. A. (2013). *A view from the flip side: Using the inverted classroom to enhance the legal information literacy of the international LL. M. student*. Law Libr. J., 105, 461.

⁶ Adamczyk, J., & Adamczyk-Kowalczyk, M. (2022). *What Do They Feel, Do, and Expect? The Young Generation's Perception of Environmental Problems and Sustainable Development Goals in the Context of Quality of Life*. *Sustainability*, 14(23), 15551.

academic and professional contexts. Examining various international viewpoints on environmental economics is a common practice in debates. It is possible to gain a broader understanding of how regional and global dynamics shape economic policies by interacting with peers who hold different cultural and economic perspectives.

Economics enthusiasts convert theoretical knowledge into real-world applications through debates⁷. By bridging the gap between classroom concepts and real-world problem-solving, this experiential learning approach equips students for the complexity they may encounter in their future roles.

3. Conclusion

By seamlessly integrating green practices into language learning and economics education, educators can nurture students who are not only linguistically adept but also environmentally conscious and economically savvy. Such courses include discussions on sustainable development, real materials addressing green economics, and vocabulary with an eco-theme. Students work on projects that offer solutions to environmental problems, improving their language abilities and making a positive impact on the real world. The curriculum for economics education integrates the study of renewable energy, green markets, and sustainable business practices with economic theories.

Discussions about ecologically responsible economic policies foster the development of advocacy and critical thinking abilities. There are real-world links between green practices and economic principles thanks to field visits to eco-friendly companies and guest lectures from sustainable industry representatives. Students graduate as skilled communicators and knowledgeable decision-makers, prepared to contribute to a more sustainable and interconnected global community, by bridging language learning and economics education with green practices. This innovative approach equips them with the skills and mindset needed to navigate a sustainable future where language, economy, and the environment are interconnected in intricate ways.

⁷ Wu, F. (2023). Exploration of University Student Talent Cultivation for Innovative Entrepreneurship Based on the "Tutorial System": Taking the Cultural Creation Project Published by Shanghai Sanlian Bookstore as an Example. *International Journal of Education and Humanities*, 10(3), 17-21.

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