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SPECIAL ISSUE INFORMATION

This Special Issue comprises selected papers from the Proceedings of the "1st International Students' Conference on Language, Literary and Cultural Studies".

As this is the first international students' conference, we decided to offer a wide range of topics mostly related to the language, literary and cultural studies. The papers published in this special issue cover a diversity of topics from literary studies, linguistics, pragmatics and sociolinguistics, language education, language acquisition, translation and interpretation.

Selected papers which attracted the most interest among the participants, or that provided a particulary contribution, have been gathered for publication. Papers published herewith have been subjected to peer review and meet all specifications. We congratulate everyone on its accomplishement.

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MIMICRY AND HYBRIDITY: THE QUEST FOR BLACK IDENTITY IN RICHARD WRIGHT'S NATIVE SON

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Abstract

My paper focuses on Richard Wright's Native Son (1940) within the framework of the concepts of mimicry and hybridity, and investigates their relevance by analyzing how the black characters depicted in the novel internalize and enact stereotypical roles and categories created by public discourse through movies and journals. Wright's protagonist, Bigger Thomas, is exposed to popular images of black males, which are exemplified by the movies he sees, in which they are cast in mainly two roles: either in that of the savage brute, which the whites fear, or that of the deferential servant, which white society seems to wish to relegate. This paper investigates how the African Americans, by internalizing these stereotypical roles, they imitate the black individual's image that the whites approve. However, the performance of mimicry can never lead to full identification between the black individuals and their approved image, a hybrid subject emerges on the part of the black individuals which results in a fragmentation of the African Americans' identity. This paper argues that mimicry and hybridity are the products of the hegemonic white society, but instead of imitating white conduct and manners, blacks can be seen as imitating the black individual that white society accepts.

Keywords: *mimicry, hybridity, black identity, Native Son, African American literature*

Mimicry: The Quest for Black Identity

In postcolonial studies, mimicry and hybridity are defined as the outcome of the colonizers' disciplining strategy whereby they wish to appropriate the colonized Other by having them conform to the standards of the white colonial subject; in other words, it is the imitation of white conducts and manners to be similar or identical to the

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white colonizer. However, in the AfricanAmerican context, where Native Son's setting takes place, mimicry and hybridity go beyond the representation of black/white relationships in terms of adversity or sheer racism. It is a way of constructing the identity of AfricanAmericans through stereotypical roles and categories constructed by whites through movies and newspapers. Since these stereotypical roles constitute an underclass in American society, this gives the whites the power and a justification to oppress and subdue the black individuals for being subhuman who are not able to live up to the standards of the white society. As a way of fitting in that society, black individuals were force to internalize certain attitude and manners by imitating specific roles which the white approves and accept. Hence, in this paper I shall focus on how white culture prompts the blacks to imitate certain roles and categories, and on how the hybrid black identity was created as a consequence of the act of imitation.

These stereotypical roles and categories were, chiefly, found to endorse the racial supremacy and the cultural hegemony ofwhite society, which considers the blacks as inferior, low, and uncivilized individuals who they wish to relegate. Thus, "the stereotype [stereotypical roles] substitutes for the racial purity or cultural ascendancy that the colonial subject [white supremacy] fears the loss of" (Childs 127), since racial purity and cultural hegemony legitimizethe whites'authorityand strengthen their power over the blacks. In other words, creating stereotypical roles and categories, and in turn, agitating racism in a broader sense aregenerated from the benefits and favors which the whites gain; mainly securing economic and social status higher than that of the blacks. In fact, these stereotypical roles and categories are the consequences of "anidée fixe" about the blacks as "despot, heathen, barbarian, chaos, violence" as Homi Bhabha argues(qtd. in Childs129). These untrue symbols are fixed in white society by repeating them in a constant manner through movies and journals and thus making them part of the cultural heritage of both blacks and whites. Bhabha confirms that stereotype, or stereotypical roles in my context,as:

> a process in which what is taken to be alreadyknown – and accepted – about the colonized is nevertheless anxiously restated as though it cannot be proved and so much be constantly reinforced by repetition: "the same old stories of the Negro's animality, the Coolie's inscrutability or the stupidity of the Irish must be told (compulsively) again and afresh." (128)

To focus more on how these stereotypical roles and categories were received by the African-Americans, I have chosen Richard Wright's Native Son (1940) for the fact that this novel is one of the first texts to illuminate the effects of stereotype on the identity construction of African-Americans. Wright's novel is also noteworthy for the originality of its approach, which confronts white American

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society with the difficult fact that they are responsible for the miserable life of the African-Americans. To do that, Wright used an "unbearable sense of narration tension" (Philips, xiii), which "moves swiftly to its conclusion without the consolation of tears" (x), avoiding any emotions such as pity and sympathy which may spare the white reader the responsibility for the situation of African-Americans. In his introduction to the novel, Caryl Philips explains the effects of the novel by:

> The reader is horrified and outraged by the events and revelations of the novel, but held captive by a narrative which suggests that both blacks and whites are likely to be ensnared in a nightmare of savagery and physical and emotional pain unless somebody addresses the problems of American racism. (xv)

As expected, Wright receivedmany critiques on his novel Native Son,it was controversial in America as much yesterday as it is today. The novel received criticism from white critics and commentators and from his fellow African Americans writers as well.In his influential essay, "everybody's Protest Novel" (1948), James Baldwin rejects "the polemical thrust" of Native Son, castigating Wright for his failure to prevent his political agenda from imposing upon his novel's characters and plot, as Baldwin claims, which led to "reducing human complexity to stereotype" (xiii). In this regard,Caryl Philips says:

> The basic point behind Baldwin's attack was that he viewed Native Son as more political tract than novel. According to Baldwin, the novel was conceived of not by dwelling upon character and letting a concern with character drive and determine the plot. To Baldwin's mind it is a novel with an agenda that the author has somewhat clumsily imposed upon his characters, and by extension his readers, from the lofty vantage point of his ideological ivory tower. In fact, many critics believe the of Native Son to be too schematic, the central character too all knowing, and the melodramatic conclusion to be essentially unconvincing. (xiii)

However, "whatever structural or ideological weaknesses may exist in the novel," (xiii) Wright's aim to prevail uponwhite Americans to accept and admit their complicity in creating certain conducts and definitions of and for the blacks to internalize and, then in turn, stereotypical roles and categories to imitate, is ponderously visible.

The focus of Native Son is on the protagonist Bigger Thomas and on his ambivalent attitude toward "whiteness," which is "derided and desired" at the same time.Bigger conceives of "whiteness" both asmeans of power that he wishes to possess, and as a hostile force that threatens his existence asblack individual. This ambivalence results in what Frantz Fanon refers to as "the fantasy of the native is preciselyto occupy the master's place while

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keeping his place in the slave's avenging anger" (44), or the desire to be in “two places at once” (124).

Therefore, in Native Son, mimicry appears in a more complex fashion than Bigger's imitation of white attitudes. In fact, Bigger is very muchexposed to popular images of black males as exemplified by the movies he sees with his friends. In those films, he sees black males cast in mainly two roles: either a savage brute that the whites fear, or as a deferential servant, the “comic Negro” that white society seems to think blacks should be like. Later on, we can clearly see Bigger being forced to imitate and act upon these popular images. This explains why he is completely unable to depart from the role of the servant when he is interacting with the Daltons, the white family he works for. In most of his conversations with them, his answers are always; "Yessuh,"or "Nawsuh," all he can do is act like the role of the subservient black man that he has seen in movies.

Not surprisingly, thenthe accidental murder of Mary Dalton, the daughter of the family, is a result to his fear to be discovered in a place, that is Mary's room, where he is not supposed to be, simply because he is a black servant. Thus, the first murder he commits happens because Bigger desperately wants to retain the stereotypical image thatwhite society has constructed for him. Bigger's second murder, on the other hand, is not an accident but an intentional and brutal act, whereby he kills his girlfriend, Bessie, by smashing her head with a brick, then throwing her body down an air shaft. By that point, however, Bigger has internalized another conduct and manners, by imitating a role which in this case has been constructed only for him personally in the press: the role of the brutal black murderer, who is a menace to white society and especially to white women. By that point, he has acquired the identity of a murderer, so killing Bessie is no longer the abominable deed he wouldnot have committed earlier.

Inone of the powerful passages of the novel, Bigger and his friends engage in a role play, in which they are playing at being “white”:

> 'Look!' Bigger said.
> 'What?'
> 'That plane writing up there,' Bigger said, Pointing. [. . .]
> 'Them white boys sure can fly,' Gus said.
> 'Yeah,' Bigger said wistfully. 'They get a chance to do everything.' [. . .]
> 'I could fly one of them things if I had a chance,' Bigger mumbled reflectively, as though
> talking to himself.
> Gus pulled down the corners of his lips, [. . .] and spoke with mock deference:
> 'Yessuh.'
> 'You go to hell,' Bigger said, smiling. [. . .]
> 'I could fly a plane if I had the chance,' Bigger said.
> 'If you wasn't black and if you had

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> some money and if they'd let you go to that aviation school,
> you could fly a plane,' Gus said.
> For a moment Bigger contemplated all the 'ifs' that Gus had mentioned. Then both boys broke
> into hard laughter, looking at each other, through squinted eyes. When their laughter
> subsided, Bigger said in a voice that was half-question and half-statement;
> 'It is funny how the white folks treat us, ain't it?
> 'It is better be funny,' Gus said.
> 'Maybe they right in not wanting us to fly,' Bigger said. (Wright46-47)

Bigger's wish to "fly a plane,"that is, to control a highly sophisticated machinery and thereby rise above the rest of society is curtailed by the fact that he is a black individual living in a white society that has its standards. Gus's mocking way in dealing with Bigger's wish shows how these standards are considered higher than Bigger, an inferior black individual who cannot live up to these standards unless he becomes the "approved Other," identifying with white conduct and manners. Nevertheless, imitating the white manners here does not serve as a way to live up to the standards of the whites, but rather, to take over their superior status. Therefore, the conception of mimicry here is predicated upon the black individual's desire to transgress the boundaries within which he can only be classified as the subaltern. This act of playing at being white, pretending to be not only an airplane pilot, but also an army general, or US President like in the following passage:

> "Hello."
>
> "Hello," Gus answered. "Who's this?'
>
> "This is the President of the United States speaking," Bigger said.
>
> "Oh, yessuh, Mr President," Gus Said.
>
> "I'm calling a cabinet meeting this afternoon at four o'clock and you, as Secretary of State, must be there."
>
> "Well, now, Mr President," Gus said, "I'm pretty busy. They raising sand over there in Germany and I got to send 'em a note . . ."
>
> "But this is important," Bigger said.
>
> "What you going to take up at this cabinet meeting?" Gus asked
>
> "Well, you see, the niggers is raising sand all over the country," Bigger said, struggling to keep back his laughter.
>
> "We've got to do something with these black folks . . ."
>
> "Oh, if it's about the niggers, I'll be right there, Mr President," Gus said.
>
> They hung up imaginary receivers and leaned against the wall and laughed. (49)

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These unattainable positions of power for young blacks at that time, turns into an outright mockery of those white manners, much the same way Bhabha talks about mimicry turning into mockery in a colonial context.

Hybridity in Native Son

Undoubtedly then, in his interaction with white people, Bigger is forced to imitate certain stereotypes which are mainly confined to two roles; either the role of the deferential subservient, or the role of the brutal murderer. However, there are other roles which Bigger plays when he is interacting with his family, friends, and even with himself. Bigger's identity, then, is divided between the subhuman Bigger which whites expect, and the human Bigger which his black folks love and respect. As result, Bigger has acquired a hybrid identity since his recognition of his subjectivity, as black individual, is tied to the others' definition of him. The picture depicted here is reminiscent in many ways of Richard Wright's experience of his blackness during his childhood, when most of people he knew where blacks, as well as during his first encounter with the white world in America. In his autobiography Black Boy, Wrights writes:

> I soon made myself a nuisance by asking far too many questions of everybody, Every happening in the neighborhood, no matter how trivial, became my business. It was in this manner that I first stumbled upon the relations between whites and blacks, and what I learned frightened me. Though I had long known that there were people called 'white' people, it had never meant anything to me emotionally. I had seen white men and women upon the streets a thousand times, but they had never come in close touch with any of them. For the most part I never thought of them; they simply existed somewhere in the background of the city as a whole. It might have been that my tardiness in learning to sense white people as 'white' people came from the fact that many of my relatives were 'white'-looking people. My grandmother, who was white as any 'white' person, had never looked 'white' to me. And when word circulated among the black people of the neighborhood that a 'black' boy had been severely beaten by a 'white' man, I felt that the 'white' man had had a right to beat the 'black' boy, for I naively assumed that the 'white' man must have been the 'black boy's father. [. . .] I brooded for a long time about the seemingly causeless beating of the 'black' boy by the 'white' man and the more questions I asked the more bewildering it all became. Whenever I saw 'white' people now I stared at them, wondering what they were really like. (21-22)

So, being hybrid is not a state that blacks are born with, but it is generated within their

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identity during their encounter with white culture, as Fanon underscores by saying: "I came to this world imbued with the will to find a meaning in things, my spirit filled with the desire to attain to the source of the world, and then I found that I was an object in the midst of other objects "(109). Hybridity, hence, is called up to fuel the need for "a double response to stereotyping" which white culture practices in an attempt "to fix the black man in his blackness" (Prabhu 195).

Hybridity is the byproduct of a history of racial implementations which mark "black collectively through [negative] stereotype" (197), and the latter has been responded to through the blacks' imitation of certain roles and categories (like the role of subservient in the case of Bigger), which restrict blacks in the state of being an object. By etching such subhuman-characteristics into blacks' consciousness, black individuals are forced to seek love and recognition from the white Other, who has relegated them in the first place, and that is to be rescued from the position of objecthood. The white Other or his gaze, hence, has a twin function which make her/him` "the source of both anguish and liberation; of both objectification and the bestowal of subjecthood" (193).

In the same manner, the murder of Mary Dalton, Bessie, or any other brutal deed Bigger might be responsible for, comes as an attempt to implore the white Other to alter the state of being an object, since killing a white woman or committing a sophisticated crime is not an anticipated thing from a black individual. Therefore, we may assume that the relationship between blacks and whites is anchored on the "interdependency [of black individual] with the [white] other who 'endorse' his 'assumption of his manhood' and the need for acceptance and 'love' becomes the bases for the self's understanding of both its place in the world and the limits and contours of that world" (193). In line with this argument Fanon, in his book Black Skin White Masks, writes:

> Sealed into that crushing objecthood, I turned beseechingly to others. Their attention was a liberation, running over my body suddenly abraded into nonbeing endowing me once more with an agility that I had thought lost, and by taking me out of the world, restoring me to it. But just I reached the other side, I stumbled, and the movements, these attitudes, the glances of the other fixed me there, in the sense in which a chemical solution is fixed by a dye. I was indignant; I demanded an explanation. Nothing happened. I burst apart. Now the fragments have been put together again by another. (109)

"The momentary attention" of the white gaze is enough to lift the black man out of the state of being an object, since the white gaze has the power to grant or deprive the black man his manhood "through cultural lens informed by stereotype" (Prabhu 197). Thus, the murder of Mary Dalton was

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committed to liberate Bigger from the burden of being an inferior object by calling the whites' attention to his existence, and this is demonstrated in Bigger's saying:

> I don't know. Maybe this sounds crazy. Maybe they going to burn me in the electric chair for feeling this way. But I ain't worried none about them women I killed. For a little while I was free. I was doing something. It was wrong, but I was feeling all right. Maybe God'll get me for it. If He do, all right. But I ain't worried. I killed 'em'cause I was scared and mad. But I been scared and mad all my life and after I killed that first woman, I wasn't scared no more for a little while. (383-384)

Thus, we can say that in Wright's novel mimicry is not represented as a direct imitation ofwhite manners and conduct with the intention to look like a white individual, but it is a way of fulfilling the whites' expectations of what blacks should be. In one way or another, mimicry is presented through Bigger's attempt to imitate the black individual that white people want him to be. Bigger, hence, is stereotyped by white culture as an inferior object, prompting him to imitate multiple roles and categories w'hich are devoid of any real appreciation of his manhood. Since Bigger's life is not limited only to his encounter with white people, but also to his interaction with his black family and friends, Bigger's definition of his blackness is divided between being the inferior black Bigger that whites relegate, and being Bigger the son and friend that his family love and respect. By that point, Bigger has acquired a hybrid identity to avoid being dismissed from his society and longing to attain his manhood as well.In such cases, mimicry and hybridity are still the products of a disciplining strategy, except that blacks, instead of imitating whites in an attempt to rise to their allegedly "higher" standards, they can be seen as imitating and acting uponwhites' definition of them, stumbling between these reductive definitions and their inner desire to prove that they are humans.

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A FOUCAULDIAN DISCOURSE ANALYSIS OF A MAD WOMAN'S REAL-LIFE ACCOUNT: ANNA AGNEW AS A CASE STUDY

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Abstract

Using Foucault's concept of subject and power, which he describes as set of power relations or power dynamics, in this presentation I demonstrate the creation of madness in the case of Anna Agnew, who was considered to be mad. Hers is a rare case of the middle-class Victorian "mad" woman because her asylum experiences are accessible in a published volume. Anna Agnew recorded her painful experiences of seven years inside a nineteenth-century asylum, and apart from her own suffering, she revealed the female inmates' mistreatment in general, ranging from abuse to physical violence. In my analysis of Agnew's Personal Reminiscences of Insanity (1886), I argue that madness is an outcome of deliberately produced circumstances that are represented by family or society that have the effect of driving women mad. Despite a growing body of literature on madness, scholars largely approach insanity from a historical or psychoanalytical point of view and neglect the existing discourse of real-life accounts. This paper is a discourse analysis of a first-person real-life account to explore the construction of madness by repressive power (asylum system, society, family, etc.) and to reveal the treatment of lunatics in asylums by focusing on the analysis of women's discourse.

Key words: Victorian women, madness, asylum, discourse, Foucault

Introduction

Madness is the world of a woman whose story will be thoroughly analyzed in this paper. Anna Agnew is a woman who was admitted to a mental institution by her husband in 1878 without reason, as she claimed. The case of this woman is

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interestingly different since her memoir got published even though she was a mad woman in an era where texts as such would be rejected or censored.Throughout her memoir, Agnew narrates her painful experience of seven years inside a nineteenth-century asylum; routine, the activism she practiced to defend the rights of other inmates, including herself and the violence exercised inside the institution by power authority in the form of attendants, patients and stuff. In this paper, I argue that madness is constructed by the authority of the institution via power and I intend to analysis Agnew's real-life account as a case studyusing Foucauldian discourse analysis to explorethe construction of madness by repressive power (asylum system, society, family, etc.) and to reveal the treatment of lunatics in asylums.

Foucault's concept of power and subject

Foucault claims that meaning and power are always deployed to form the history of the social world. They are important elements in society in the sense of creating subjects or having effects on the subject. In the case of madness, inmates are created subjects in the sense of subjection because they are somehow driven mad and therefore they were not put in asylums by their own will but there were pre-existing circumstances that paved the way to their confinement. Moreover, power in the form of superintendents and the system has various effects on inmates; psychological, physical, economic and emotional. Psychological effects affect the mental condition of the patient as he or she lives in ever-lasting fear, even worse than that psychological torture can lead to suicide or murder under the feeling of threat. Living under physical violence and insecurity lead to loss of health and permanent weakness. These effects do not only affect the mental and physical condition of inmates, but they also give the feeling of being abandoned, discarded and left without any source of provision, particularly in the case of female patients. Accordingly, inmates are made subjects to be controlled by superpower.This point is discussed by Foucault in his article "The Subject and Power" in which he argues that power and the subject are intertwined in the sense that power turns the subject into an object[1]. The subject in this context is a reasonable human being who can act and react but the oppression of the power deprives that human of agency and turns reason to unreason, rationality to irrationality and therefore a subject to an object.Bennett (qtd. in Hall) [2]defines the term discourse as "[…] the capacity of meaning-making resources to constitute social reality, forms of knowledge and identity within specific social contexts and power relations". In my understanding, discourse is the power of translating language into reality by creating and imposing meaning on the subject who, in turn, is subjected to these imposed meanings. It seeks to establish meaning through the mixture of history, human experience and power relations.

Agnew was considered mentally deranged since she tried to kill one of her children, which in this case is criminality

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with signs of madness that lead to the same verdict, confinement in madhouses. Deviance costs her the label of “insane” that not only affected her psyche but also tortured her physically. The mental torture was not only tormenting due to confinement but also by people who come to see them like animals in the cage just to satisfy their curiosity. The act of exposing inmates to visitors in order to see them in chain or locked dates back to the middle ages when the tradition of displaying the insane was a kind of spectacle, especially in the Narrturmer in Germany where inmates were observed by outsiders through barred windows.[3]this custom developed with time till it reached the extent of showing the insane for money in 1815. Foucault gives the example of Bethlehem hospital that “exhibited lunatics for a penny, every Sunday.”[3]the number of visits reached 96,000 a year. At Bicetre, another French hospital, madmen were shown “like curious animals, to the first simpleton willing to pay a coin.”[3]Some attendants were also complicit in dehumanizing lunatics in a sense of making “the mad perform dances and acrobatics, with a few flicks of the whip.” [3]Until the beginning of the nineteenth century, “madmen remained monsters-that is, etymologically, beings or things to be shown.”[3]In this regard, the asylum is complicit in making of madness a public exhibition or spectacle by encouraging such visitors to come and see how lunatics live in confinement.

The following extract is a sample taken from Agnew’s account which portrays the injustices she was facing during her stay in the asylum.

Upon one occasion, one of my attendantsbeing away on a " furlough," and theother one not being able for active duty, therewere two girls detailed from one of the backwards for several days' duty on ours. At supper-time I heard my attendant say to the details: " You two girls are used to devils onyour ward, so I want you to make ' Old Agnew'(omitting the Mrs.) fold her spread tonight.Just you two break her in while are in here; I'm too weak, myself, to tackleher, and I don't care if you half kill her, soyou don't leave any marks where Mrs. Kogerscan see, or she will tell the doctor, and thenthe devil will be to pay"[4].

I could not fold that spread. Idid not dare to. It was white, and I was toovile to touch anything white. I was afraid todisobey that voice, so I went to bed as usual,leaving the spread upon the bed. Sametheyboth came into my room, and pulling out mylittle single bed, so that one of them could getbehind it, they seized ray hands, and began, asusual, to twist my bands, until I screamed withagony, at which they stopped my mouth withthe blankets, saying, as they struggled with me: "So you are the high-toned lady whowon’t mind her attendants, are you ? Do youknow we are going to choke the life out of you,if you don't get up this minute and fold yourspread?" At the same time, dragging me outof bed, they threw me violently on the floor, and knocked my elbows against the hard wooduntil they were bleeding, leaving stains uponthe floor.

When Agnew broke the law of not being obedient, she was punished by a

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system which does not value humanity, but distort it. For refusing to fold her spread, she was violently beaten and dragged from bed to the floor by other lunatics. In his book Madness and Civilization,Foucault claims that "when practices reach this degree of violent intensity, it becomes clear that they are no longer inspired by the desire to punish nor by the duty to correct."[3]if she was submissive, she would at least avoid violence and torture. The whole system is based upon discipline and power and therefore in nineteenth century asylums were not places for cure but spaces where brutality is practiced and silence is set. It is to be noticed that she struggled within herself while writing the story, her mind was confused and ideas were running creating an overlap with the unconscious. Additionally, she tried to commit suicide inside the asylum several times which seems to be considered a normal act after facing violence, loneliness and injustice from the asylum system. This point is raised by Chesler in Women and Madness in which she states there have been "many female asylum suicides as due to constant harassment, loneliness and despair"[5]. The power that was exerted on Agnew by attendants as well as her fellow inmates caused instability of mind and confusion. The fact that she was locked up and treated like/ as if insane besides her husband's doubt in her sanity before marriage led to what she called "delusion". This latter is a creation of the mind, an imagination of non-existing thing. All these circumstances contributed to loss of control, nervousness and depression of the writer that eventually lead to suicide attempts. In this regard, the system was complicit in driving Agnew mad by creating proper circumstances for delusion. She claimed that some inmates were happy in their "delusions" because they found madness asan escape from the bad-doings of the world, treachery, and fake love to a world where no constraints or judgements exist, where the insane feel safe. Safety is relative when it comes to confinement and treatment under a power that turns subjects to objects bereft of any self-control. This taming-like process of making the writer behave well by using force is one form of oppression that Agnew underwent for breaking rules.

Before she even get oppressed by the institution, she faced another form of oppression inside family caused by her father and husband. On the one hand, the father always blamed her for every fault since childhood and accused her of being a disobedient child. She had no chance to get any sympathy from him nor did she find solace in him. On the other hand, the husband sent her to asylum and refused sometimes to let her see her children. Moreover, his visits were less frequent with time which made Mrs Agnew's feeling of loneliness and abandonment grow day by day. A woman in the Victorian period labeled mad and confined in asylum living a miserable life without emotional support from her husband or family cannot get a normal life without psychological effects like derangement of the mind. These specificities of femininity that characterize the Victorian era affected women more than men as they were left without ground due to

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abandonment which cause them to lose their health.

The unknown is exactly what people in confinement faced. Women or men who found themselves in asylums without understanding the factors or the reasons behind their imprisonment experienced an unknown feeling of void, wander and betrayal since they had to accept cruel treatment that they were not prepared for or even thinking about. Worse, according to these people, the most bitter encounter with power was executed by their relatives, mostly mothers, husbands or brothers. The inmates were exposed to violation and objectification caused by power that is represented by doctors of asylums, irresponsible staff and careless superintendents.

In addition to this, the unknown is not only present in the first encounter with the world of madness but it is also apparent in the whole journey of the patient. To put it in other words, once Agnew was inside the asylum, she has no clue when the nightmare would end or when the period of treatment would finish. She never expected her torture would last for seven years; seven years of a lonely life surrounded with other inmates living the same fate. Most importantly, the unknown resides in a later stage after being beaten, bruised and forced to eat. It is the stage when the doctor allows the woman to leave the asylum and go back to her life. In this situation, she is usually hopeless, lost and totally devastated because usually there is no one to support her. Even her husband and children abandon her simply because she was not considered a normal woman in the eyes of society even after her release.

Conclusion

In the social order, a mad person is labeled as abnormal, useless and transgressive of social norms that make any person legally and socially normal. These mad people were misfits in the Victorian society as they did not respect the social rules. It is a fortune that some real accounts narrated by "mad" women like Anna Agnew and men themselves exist up till now to open our eyes on the world of madness in the Victorian era.

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SCOLARS OFTEN REFER TO TWAIN AS A REALIST. HOW REALISTIC IS HIS NOVEL 'THE ADVENTURES OF HUCK FINN'?

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Abstract

As children, most of us can remember reading fantastical stories about larger-than-life heroes who swoop in to save the day, sometimes through the use of magical powers or forces, and often ending with all of the good characters living happily ever after. For a long time, romantic stories like these were common among writers because they captured their readers' imaginations with elaborate tales that couldn't be found in real life. However, in America around the time of the Civil War, big changes for the country also meant big changes in literature. With huge increases in immigration, technological developments, and war on the horizon, writers began to shift their focus from romantic depictions of life to stories that more accurately represented life as it really was. Writing in a style known as realism, authors like Mark Twain now included real-world settings that actually existed or could exist, used realistic characters that could be compared to everyday, average people in America, and presented societal issues that those people really struggled with. In his novel The Adventures of Huckleberry Finn, Twain uses several elements of realism to tell his tale.

Keywords: *romanticstory, realism, irony, absurd, society*

Introduction

The Adventures of Huckleberry Finn, by Mark Twain, is an immensely realistic novel, revealing how a child's morals and actions clash with those of the society around him. Twain shows realism in almost every aspect of his writing; the description of the setting, that of the characters, and even the way characters speak. Twain also satirizes many of the foundations of that society. Showing the hypocrisy of people

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involved in education, religion, and romanticism through absurd, yet very real examples. Most importantly, Twain shows the way Huckleberry's moral beliefs form amidst a time of uncertainty in his life.

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Realism is a literary style in which the author describes people, their actions, their emotions and surroundings as close to the reality as possible. The characters are not perfectly good or completely evil; they exhibit strengths and weaknesses, just as real people. The characters often commit crimes or do immoral things, and are not always just good or just evil. In a realistic novel, aspects of the time period or location are also taken into consideration. Characters dress in clothes that befit them, and speak with local dialects. Most importantly, characters are not sugar coated or exaggerated. The characters do things as they would normally do them, and are not worse or better then their real life counterparts.

Using his experiences as a steamboat engineer, Mark Twain creates a realistic novel through meticulous detail in the descriptions of the setting, diction, and characters. The setting is described with much detail and imagery, so as to make it as close as possible to the actual surroundings. Twain uses a page just to describe the sunrise over the river.

The first thing to see, looking away over the water, was a kind of dull line - that was the woods on t'other side; you couldn't make nothing else out; then a pale place in the sky; then more paleness spreading around; then the river softened up away off, and warn't black any more, but gray; you could see little dark spots drifting along ever so far away-trading-scows, and such things; and long black streaks-rafts ... and by and by you could see a streak on the water which you know by the look of the streak that there's a snag there in a swift current which breaks on it and makes that streak look that way; and you see the mist curl up off of the water, and the east reddens up.(117)

This complex and almost photographic description of a simple dawn is an example of Twain's painstaking attempt to stay as close to reality as possible, placing him into the genre of realism.

The Adventures of Huckleberry Finn also displays realistic qualities in the way characters and their speech is written. Twain explains this in a preface: "In this book a number of dialects are used ... The shadings have not been done in a haphazard fashion, or by guesswork; but painstakingly, and with the trustworthy guidance and support of personal familiarity with these several forms of speech"(EXPLANATORY). The dialects

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are not only realistic in grammar and word choice, but in the characters that display them. Characters who are less educated, such as Jim the slave, speak using slang, shortened words, or improper grammar; "Say, who is you? Whar is you? Dog my cats ef I didn' hear sumf'n. Well, I know what I's gwyne to do: I's gwyne to set down here and listen tell I hears it ag'in"(5). Characters who are more educated, such as Miss Watson, speak properly and do not use colloquial terms. The diction in general matches that of the south with such popular expressions as "dog my cats" and "by and by". The use of proper diction that fits the characters, time period, and location is another way in which The Adventures of Huckleberry Finn becomes a realistic novel.

In unmasking the identities of characters, Twain satirizes the falseness and hypocrisy of certain educators, religious leaders, and romantics. Twain shows how the characters act in front of others, and then reveals their true emotions and mannerisms. The Duke and the Dauphin, for example, are two characters whom Huckleberry meets while traveling with Jim. The two act sophisticated and well read, but are actually common crooks. At first, the two pass themselves off as royalty, but even Huckleberry realizes that they are simply conmen. "It didn't take me long to make up my mind that these liars warn't no kings nor dukes at all, but just low-down humbugs and frauds."(125) Claiming to also be a celebrated actor, the Duke recite and teaches the Dauphin excerpts from Shakespeare, whom he speaks of as "The historic muse is the darling. Have you ever trod the boards, Royalty?

In this way, Twain satirizes those who act educated and well-bred, but actually know very little.

Twain also satirizes religion, and the way people seem to be pious when in public, but completely disregard religious values when they are not beneficial to them. The Grangerfords and the Shepherdsons, two rivaling families whom Huckleberry stays with briefly, are an example of this type of religious hypocrisy. When the two families go to church, "the men took their guns along, and kept them between their knees or stood them handy against the wall. The Shepherdsons done the same" (109). Even when in church, the two families still do not trust each other. More importantly, after agreeing that the sermon on brotherly love was a good one, the two families go out and continue fighting each other. Again, the families attend to church and act devoted, but do not actually apply what they have learned to their own life.

The most evident and humorous of Twain's satires is that of Tom Sawyer and romanticism. Tom Sawyer enjoys such romantic books as The Count of Montecristo, and makes all of his plans based on what he feels will be the most romantic, and oftentimes the least logical path. When rescuing Jim, Tom devises a complicated plan that is so difficult to accomplish that even he eventually gives up on certain parts, and just pretends that he is doing them. Even more outlandish is the fact that Jim eventually gets out of the prison to go and help Tom make the preparations for his escape. Instead of escaping quickly and

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painlessly, Jim must wait for weeks and finally run away under fire from the locals.

Just as certain people exhibited false or hypocritical traits, the society also displayed selfish and egotistical. People felt that it was normal to hurt or even kill another person if that was beneficial. Slaves and Negro's faced even more conflict; considered inferior to whites, they were often mistreated and regarded with suspicion. Huckleberry holds many of these morals to be correct, and often strives to uphold them, even when he really knows that he shouldn't. Originally, Huckleberry feels that Jim is inferior because he is a slave and describes him as such. He and Tom play tricks on him and abuse his superstitious beliefs. Huckleberry, for instance, places a snakeskin in Jim's bed, because he knows that Jim does not like it. Huckleberry also feels that Jim should be returned and does not deserve to be free. He even goes as far as writing a letter to Miss Watson that explains where Jim is being held. Huckleberry also feels that conning people is normal and expected. He allows the Duke and the Dauphin to put on fake plays and charity events in several cities, and does not feel that it is wrong for them to steal. Although Huckleberry upholds these morals at first, because they have been taught to him throughout his life, eventually he realizes that this type of behavior is not right.

Ultimately, Huckleberry's character changes, and he denounces the morals of society, and does what he himself feels is morally correct. Huckleberry first revolts against the popularly held belief that school and education is not important. Although he starts of cutting school, he eventually begins to attend regularly, and even receives an award for good studies. Eventually Huckleberry runs away due to the mistreatment that he receives from his father and encounters other characters whose morals are tolerated by society. When Huckleberry meets up with the Duke and the Dauphin, he also begins rebelling against the "dog eat dog" mentality of only caring for oneself. Ultimately, when the Duke and the Dauphin try to scam two sisters by posing as relatives collecting money from a will, Huckleberry goes as far as revealing to one of the girls where the money is hidden and how she can get it, even though he could have easily taken it and left. Huckleberry does this because, unlike the Duke and the Dauphin, Huckleberry does not feel that stealing is acceptable, even if one can get away with it. Huckleberry's most profound action is the rebellion against the belief that Negroes are inferior. He grows fond of Jim, and changes from thinking of him as a stereotypical uneducated Negro, to a real human being who is caring and compassionate. Huckleberry stops playing tricks on Jim, and treats him with more respect. Most importantly, when Huckleberry feels that he must return Jim, he eventually decides against it, even though he thinks that he is defying God: "All right, then, I'll go to hell"(214). Through this, Huckleberry shows that he is willing to defy God to do what he feels is right. Huckleberry transforms from a delinquent, hoping to be like Tom Sawyer, who is the epitome of the thinking of the time, to a boy

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who can think for himself, and understands what is right and what is wrong, even if it might bring him pain.

Through The Adventures of Huckleberry Finn, Mark Twain tries to show the wrongdoings of society at the time and the ignorance and hypocrisy of the people. He does this through painstaking realism and almost factual description. Twain tries to show the wrongness in slavery and the view that slaves are simply mindless farm animals which is accepted by society. Twain tries to convey this from the point of view of a relatively innocent child, who has not been conditioned by society, and has had time to make his own opinions about life. Twain uses realism to show that this is not a fairy tale land, from one of Tom Sawyer's books, but that these are real people and real sentiments. Twain also uses realism to convey the fact that Jim is not an extraordinary or special salve, but that he is just like any other slave. By giving a real slave compassion and emotions, Twain shows slaves are just like any other people. Twain communicates a powerful and controversial message through what, at first, seems like a simple children's adventure book.

Conclusions

Irony, history, and racism all painfully intertwine in our past and present, and they all come together in Huck Finn. Because racism is endemic to our society, a book like Huck Finn, which brings the problem to the surface, can explode like a hand grenade in a literature classroom accustomed to the likes of Macbeth or Great Expectations -- works which exist at a safe remove from the lunchroom or the playground. If we lived in a world in which racism had been eliminated generations before, teaching Huck Finn would be a piece of cake. Unfortunately that's not the world we live in. The difficulties we have teaching this book reflect the difficulties we continue to confront in our classrooms and our nation. As educators, it is incumbent upon us to teach our students to decode irony, to understand history, and to be repulsed by racism and bigotry wherever they find it. But this is the task of a lifetime. It's unfair to force one novel to bear the burden -- alone -- of addressing these issues and solving these problems. But Huck Finn -- and you -- can make a difference.

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JAKOV XOXA, UNCLEAR FROM MYZEQEJA

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Abstract

In this article one of the most prominent writers of 20th-century Albanian literature will be studied. It is worth pointing out that the study will be based on the judgment of scholar Shaban Sinani, "Jakov Xoxa, the self-proclaimed writer". We see a personality that has contributed to Albania in many areas.

From an early age, his patriotism was noticed, he joined the anti-fascist movement. This affection for ancestral land later had its impact on Xoxa's highly literate literary creativity.

As Shaban Sinani also says, Xoxa chose the ancient Apollonia as an environment of its creativity, as well as the traditional Myzeqean environment has left strong traces in his literary discourse in linguistic, aesthetic and ethnographic viewpoints.

Introduction

We will note the features of art and style in his unrepeatable works "The Flower of Salt" and "The Dead River". We see the reflection of the context in which Albania was, specifically Myzeqe in the 20th century. We have typical families in typical settings. The combination of characters, their characters are worthwhile findings to be analyzed.

Xoxa criticizes the situation of the village of that time intrigues, spies, state and beut officials, merchants, enemies, people with power etc. All of these have been uniquely embodied in the artistic activity of Jakov Xoxa. Issues to be studied in this paper:

- A short introduction to the author and his literary activity.

- The arithmetic and style of the "Dead River" and "The Flower of Salt."

- The way of building the main characters in his novels.

- Detailed description of the environment and its importance in the course of events.

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Discussion

Jakov Xoxa was born in Fier on April 15, 1923. He attended the first years of schooling in the hometown to continue in Vlora, Kavaja, Korca; cities where his father went to work, Thanasi. He continued his secondary education in the city of Elbasan but ceased during the Italian-German occupation and ended up in Tirana after liberation. Since young people participated in the Anti-Fascist War, initially as guerrillas in the hometown and then on the mountain, as partisans. After the Liberation of the country he continued his studies in philology and at the same time made the first steps in poetry and prose. In 1949 he published the first work in Novela prose. Literary creativity in this genre continued in the 1950s, so in 1958 he published the second work, under that title Novela. Meanwhile he also published two drama Buçet Osumi and Heart. Since 1957 he has been a professor at the Faculty of History and Philology at the University of Tirana, where for many years he taught the subject of Literary Theory. For the student's needs, in the form of the essay, he developed theoretical works necessary for the time such as Introduction to Letters, Letters of Literature and Metrics. Meanwhile, he also worked for a full theoretical-literary work, The Basics of Literary Theory, which was one of the most serious works of the time (as a branch of science on literature). This work was also published in the form of a dispensation in 1972. Although the author provided extensive literary theoretical and literary experience outside the cornerstones of official theories of the time, this important work for Albanian literary science had extreme criticism and the author, without rage and noise, as it was all the time, quiet and confined to himself, withdrew in solitude.

Most of the creative life Jakov Xoxa spent in Pojan, a myzeqar village near Fier, where he created the novels The Dead River (1965) and the White Juga (1971), while the novel The Flower of Salt (1978) wrote over the years of his stay in Ballsh, where he was closely following the construction of the Oil Enrichment Plant, which would be at the epicenter of the upcoming Black Gold. The three novels, completed and published, are part of the artistically best-quality novel of Albanian literature.

As Shaban Sinani also says, the traditional milieu of Myzeqa left strong traces in his literary discourse on the linguistic point of view.

Xoxa created perhaps the most beautiful pair of Albanian literature: Vitën and Adilin. Go find another more beautiful, more sculpted, more meaningful! Love between Kosovars and Myzeqares, artistically embodied with rare beauty and plasticity, is undoubtedly a genius idea of Xoxa, who as a man and writer stood on religious, provincial and other prejudices deeply embedded in the conscience of men. Not even the protagonist of the Dead River, the complex peasant Pilo Shpiragu, is overlooked, over which he is subjected to a lively life under the oppressive and humiliating regime of beys and whippers; neither the negative hero of

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the socialist period, Kiu Korroziu of the White South, much less the Curse of the Salt of Salt, nicknamed because of its motherly complex, or even the Albanian Gavros, the charming Paci, falling in war against fascism and how many other characters from the wider gallery of the characters of this writer, who created a whole literary empire.

Most of the creative life Jakov Xoxa spent in Pojan, a myzeqar village near Fier, where he created the novels The Dead River (1965) and the White Juga (1971), while the novel The Flower of Salt (1978) wrote over the years of his stay in Ballsh, where he was closely following the construction of the Oil Enrichment Plant, which would be at the epicenter of the upcoming Black Gold. The three novels, completed and published, are part of the artistically best-quality novel of Albanian literature.

As Shaban Sinani also says, the traditional milieu of Myzeqa left strong traces in his literary discourse on the linguistic point of view.

They are distinguished by worldview, psychological and emotional characterization. Each of them, as in the realistic novel, resembles a social type with a worldview, psychology, feelings, characteristic minds with a particular language, and so on. Through them, some of the main types of Albanian life are confessed.

The character of Pilo Shpirag is the image of a peasant-type peasant, without social protection and without social awareness. His character is full and multifaceted, with strong opposition in itself, with tremendous swings and big zigzags. It is characterized by dialogue and monologue, which are almost equally valid, but characterized by confession and description. Dialogue and dramatic monologue, exposing the closed depths of his psychology, reveal his controversies, shakes and zigzags. In two similar circumstances, for example, Pilo Shpirag maintains two opposite attitudes. These two attitudes are the ends of his great shaking. Economic deception, as the greatest destructive force, undermines morality, dignity and human personality.

Pilos's character is also characterized by the realistic depiction of his external portrait, for example, through the concrete description of the stature, face, gestures, dress, etc. His figure, characterized by deep realism and great truth, is the living parable of the farmer of that time.

The character of Koz Dynjas is a parable of a peasant-type peasant, with rebellious social consciousness and indoctrinated with communist ideas. Therefore, the religious and economic changes are expected by force, with revolution as in Russia. The main way of characterizing it is the irony that he uses against opponents. His ironic speech expresses not only contempt, but also his moral and moral superiority to Suat bej Vërdhoma, the qehallarët etc.

The character of the Year is a whole set of feelings, so it is almost transmitted through her feelings as a sentimental heroine. She experiences love more than she lives with everyday hardships and suffering. Her

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presence feels strong in the whole novel, and her deeds and behaviors are less visible. The Awakening of Earthworms goes along with the feminine development and its adornment, as it seems that love develops and adorns it. Descriptions for her amorous wake and female development are among the most emotional and rare in Albanian prose. Even her relationships with others, mostly, are emotional relationships. As a daughter suffers great pain for her mother's premature death as a sister provokes her compassion for her brother and orphan sister; as sincere and unbiased girl, deeply experiences erotic love for Adil. Love for Adil is identical to her own life, with sublime pleasures, with the beauty and happiness of life. Vita, too, is a symbol of vibrant and unstoppable youthful passions, a symbol of love that swarms even in the swamp of life, and in the midst of fanaticism, a symbol of joy and renewal of life; the symbol of a woman who erotically harasses people and poets the whole environment.

The river, the road, the cart, the cart wheels are not just the main items of the novel, but are also symbols. The first word of the title is the river, which in the most general sense, symbolizes the course of time, which goes without turning, snatches and sweeps everything away. In the most concrete sense, it symbolizes the course of the Albanian life of the time being confessed. It is called the Dead River, according to a true hydronym in Myzeqe. The flow of Albanian life is thus likened to the Dead River. The river of Albanian life, in the parable of the novel, is also the dead and exhausted, with all that misery and poverty, blunder, ignorance and lack of income to live. And so, the sudden flood of the dead River, drenched in everything, resembles the general and unexpected destruction that brought the economic crisis of those years, as well as the war that had just begun.

The chariot house with which the Pilo Shpiragu family from Griza in Trokth carries, d.m.th. from the village of deportation to the village of hope, is a sign of sustainability, a strong family reunion that can withstand the new difficulties. While the chariot - house on the big road symbolizes the continuity of life and hopes, but also the continuity of extreme poverty, insecurity and suffering.

In the King's Forest, which is the site of wild horses, the fugitive lovers, Vita and Adili, are sheltered. The King Forest is a symbol of the space of social and moral freedom, of pure and unimpressed love, the forest of dreams and hope.

The capture of wild horses in the King's Forest is an allegory about the approach of the Second World War that was approaching. The capture of the horses of wild horses, allegorically is the capture of the violent and free man in the snare of the army and the war.

Apollonia, ancient Illyrian city, with archaeological findings revives the ancient antiquity of the Albanians themselves; revive the antiquity used by their ignorance.

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Even Adil's cell in many circumstances has a symbolic function, and even the most emotional symbol. It is the signal of love harassment of the Year. But it is also the signal of Pilis's paternal worries, as is the teaser of fanaticism and the jealousy of his brother, Lazy. And, from time to time, it is the spark that sparks gossips, anger, loving-kindness, rivalry, or greed for the Year. The white cell that resembles the northern snow of Kosovo, from which the proud tafilaj has descended, is the symbolizing metonymy of some of the main features of the personage that holds it.

Different scholars have appreciated the creativity of J. Xoxa with the best and warmer words. One of them, his colleague, prof. Koço Bihiku has also written these lines: "Jakov Xoxa left the writers' bosom at a time when his creative forces were full blown. But for all those who are going to follow the writer's beautiful, hard-working path, his literary activity must be the model of hard work and great will, of constant efforts to recognize the lives of the people and to present it with a masterful art. "

Various scholars cite that "Jakov Xoxa the writer intended to make the saga of his homeland, of Myzeqe and of all Albanian villages including and beyond the political borders of Albania, Kosovo in the first place. Jakov Xoxa is from at least Albanian writers who manage to meet these demands by making the readers cry and laugh, mourn and comfort, and dream and think.

Language, as the most distinctive feature of Xoxa's expressive style, has logical clarity and emotional depth that touches on the mind and heart. The whole structure of the phraseological units in the literary discourse of his work, both semantic and multiplicity of words, that is, by polysemy, proceeds continuously from the provincial coloration of psychology and mythic philosophy.

But it should be emphasized that, in addition to the benefit of the writer from the folk folk discourse, the provincial discourse also benefited from his pen. So the myzeqar folk became more expressive. For this case the poet and scholar, Nuri Plaku, will

later expressed: "Jakov Xoxa gave the special beauty to this talented, animating it also through artistic figuration. One of the pearls of this figurative system is undoubtedly the metaphor, with which he calls Myzeqe "The Magic of God."

Relying on this mysterious spell of mystery and psychology, Xoxa will end up in chapters of the "Dead River" novel, many romantic pictures and realistic scenes, brilliant sentences and phrases with lyrical and philosophical subtexts, such as:

"Even in the sleeping quarters, my heart can not sleep a man. The grave of the dead grave is laid, but the living keeps it.

The Dead River aroused, woe to the living.

Pain is like clouds of rain. The more emptied, the easier they are to ease.

Love is like a grain, tied and adds more under and.

Do not bring it up to your own, that you will find it out of no expectation. "

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The language values of Xoxa's works have attracted the attention of many linguists. On this occasion I remember that on a family visit to the house of academician Jani Thomai, when it came to the writer Jakov Xoxa, he in the conversation emphasized: "Jakov Xoxa's work is a mine in the field of my research on lexicology"

The bonding of people with salt craft and salt metaphor itself is the same as that of the earth, a vital existential bond. The nature and the world of Nafos people goes with the metaphor and a kind of mythological breath of the salt lake, which enters as the elbow in the sea. And then goes along with their development. This vital vision combines trends, conflicts, multiple motives and characters drama. It should be emphasized that "The Flower of Salt: Jakov Xoxa's third and final novel as an artistic achievement has the strength of the first novel," The Dead River ", and because the introduction of the event in the early 40s allows the author creative maneuvering space, to partially avoid the spirit of principles derived from the Method of Socialist Realism.

Conclusion

We notice that James Xoxa is one of the most talented novelists of the 20th century. He is read in our day because he spoke of a period and a social class that is almost decisive for the country's fates in the modern period, especially for the tragedy of life in myzeqar village. So, we can honestly believe that he is part of the artist's most qualitative writers' circle of Albanian literature.

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RHETORIC AND THE LANGUAGE OF POLITICS

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Abstract

When we listen to a political speech be it about social topics or political ones, we feel very attracted by it and we start to see things with another point of view. The main reason why this happens is because of the way the political speeches and the political discourse in general is written or spoken. What gives to the politicians the power of persuading us is rhetoric and rhetorical devices. Rhetoric is the art of effective or persuasive speaking or writing, by the use of figures of speech and other compositional techniques. It's otherwise called the art of persuasion. The purpose of this paper is to do a rhetorical analysis of a political speech and in order to see how rhetoric functions, one of the speeches of Hillary Clinton, the one in which she spoke forcefully on women's rights will be analysed. Hilary Clinton's speech was full of rhetorical devices such as: asyndeton, polysyndeton, list of three, contradictions, puzzles etc. As a conclusion we may say that rhetoric is a powerful weapon which makes us possible to communicate with simple words a big message, or to win the trust of the others, or to achieve our goals by combining these simple words with the right rhetorical devices. And by this right combination we will create on our listeners' minds images, so the impact will be greater. But we have to be aware of what rhetoric is, how it makes politics' speech to sound more reliable.

Key words: *language of politics, rethoric, compositional technique*

Introduction

Rhetoric is a kind of art by means of which we persuade and manipulate the others' opinion. It is a manipulative tool, nowadays it is considered as a language designed to have a persuasive or impressive effect, but which is often regarded as lacking in sincerity or meaningful content. So, the term rhetoric can be used at times to refer only to

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the form of argumentation often with the pejorative connotation that rhetoric is a means of obscuring the truth.

Rhetoric is the art of winning the soul by discourse.It is a philosophy rather than art and it is considered it as an unnecessary tool because we should be concerned with the truth, not with the ability to persuade.[1]

Another philosopher claimed that rhetoric is that art or talent by which discourse is adapted to its end. The four ends of discourse are a) to enlighten the understanding, b) to please the imagination, c) to move the passion, and d) to influence the will. [2] The duty and office of rhetoric is to apply reason to imagination for the better moving of the will. [3]

Based on all these definitions we may say that rhetoric is the art of using language where at least one person is trying to change the thinking of another person or persons. This can be done either orally in something such as public speaking, or in the written form.

There will always be a negative connotation that comes along with the idea of rhetoric. Rhetoric can be seen as meaningless or empty language that is exaggerated in order to impress, but despite this negative connotation rhetoric has to be considered as a philosophy or as the art of persuasion,[1]and rhetorical analysis is more interested in a literary work for what it does rather than for what it is.[4]

As we said rhetoric is the art of persuading the others by using the most powerful mean in the world that is language. Rhetoric can be considered even as a science because of its importance and the large possibilities of saying things, possibilities that we all have. Rhetoric is also defined as the art of persuasive discourse.[5] A good rhetor may turn the others opinions in his or her advantage. Rhetoric and rhetorical devices may be used either to convince and persuade or to manipulate opinions or points of views. Language of politics is the language used by the politicians in their communications with the people of the country in which these politicians develop their political activity. Based on the expression we may say that this language is a very powerful tool which shapes our feelings, opinions and it of course influences our points of views and the way we interpret things. A politician is a practitioner of the art of politics, essential to the working of human society but frequently despised by those outside the political arena; indeed the word is sometimes a term of abuse.[5]

Other key elements of the language of politics apart from rhetoric, rhetorical devices and the body language, are emotional language, creation of associations and connotations, repetition and simplification of reality. And something very important to be aware of for those who are conducting research in the field of critical discourse analysis is that the degree of "control and persuasion implicit in language" is related to the theme of creating an ideology.[6]

Apart from the negative connotation we can say that the language of politics and rhetoric

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are closely related to each other or better saying the language of politics would not be the same so it would not have the same impact on the masses without rhetoric and without rhetorical devices. Rhetoric should be considered as art as a tool which gives us the opportunity to shape feelings, opinions, thoughts so to control the others, but it's not the fault of rhetoric if we use it as a mean by which we can lie to the others or if we abuse with its usage.

Results

In order to see how rhetoric works, the speech about women rights of Hillary Clinton will be analysed. [7]The three key components that made this speech very powerful are ethos, pathos and logos which are the three elements of an excellent rhetoric. We can find ethos which is otherwise called credibility in the hardships and oppression women experience and the desire for equality and advancement of women.

The second device is pathos which is an appeal to audience's emotions, is what this speech revolves around. Clinton gives examples of the way women are abused and treated unjustly. She gives a clear picture for the audience that is intended to make them feel sympathy towards the victims of this violence. One of these examples was when she stated:

"It is a violation of human rights when a leading cause of death worldwide among women ages 14 to 44 is the violence they are subjected to in their own homes by their own relatives."

The third component was logos or logic. The appeal of logos focuses on the ability to speak logically and clearly while displaying information of the subject. In her speech, Clinton was able to exercise her knowledge clearly, argue reasonably, and consider alternatives. Clinton demonstrated her knowledge by sharing both personal experience and facts about the subject of which she was speaking. She described her experiences in meeting women in Indonesia to discuss health and meeting women in South Africa who helped in the struggle against discrimination and racism. She used a lot of facts by stating:

"Women comprise more than half the world's population, 70% of the world's poor, and two-thirds of those who are not taught to read and write".

The main figure of speech that Clinton used in her speech was antithesis. She used antithesis when she spoke about the shocking behaviour towards women and she throughout her speech gave the idea that women are fighting for their rights and still now women have to fight in order to achieve their rights and to be equal. At one point in her speech, Clinton proclaimed:

"At this very moment, as we sit here, women around the world are giving birth, raising children, cooking meals, washing clothes, cleaning houses, planting crops, working on assembly lines, running companies, and running countries."

Directly after this sentence where she listed the abilities and achievement of women everywhere, she also stated:

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"Women also are dying from diseases that should have been prevented or treated. They are watching their children surrender to malnutrition caused by poverty and economic deprivation. They are being denied the right to go to school by their own fathers and brothers. They are being forced into prostitution, and they are being barred from the bank lending offices and banned from the ballot box."

We can easily see antithesis because in one sentence Clinton listed a number of examples that describe the many things women can do and immediately after that sentence she listed a number of atrocities and hardships that women have to face in this world despite the fact that they work very much, they take care about their families, and they are a very powerful factor for the future of our society and for the world we live in.

Another important rhetorical device that Hillary Clinton used in her powerful speech was anaphora. She used repetition to put emphasis on her key idea of women's empowerment. When explaining how the well-being of women has impact on the status of her family, Clinton employed the device of anaphora. An example of anaphora is when she stated:

"If women are healthy and educated, their families will flourish. If women are free from violence, their families will flourish. If women have a chance to work and earn as full and equal partners in society, their families will flourish."

Another example when Clinton used again anaphora is when she listed the practices and the events that violate women around the world, and by violating women rights even human rights are also violated. She made seven statements that began with the phrase, "It is a violation of human rights when…" By repeating the phrases such as these at the beginning of her sentences, Clinton created rhythm and emphasized her key ideas and of course she attracted the listener's attention.

Rhetorical devices help the audience to become part of the speech so to be involved in it and on the other hand these rhetorical devices make that these sentences will be remembered by the next generations for the strong messages that these quotes transmit. And Hillary Clinton's speech is one of those speeches which will be remembered for its powerful subject and for its powerful message: "Women rights are human rights, Human rights are Women rights".

Clinton gave the idea that those women rights have to be respected with the same importance as human rights are respected, but she does not gave a solution how to do that because she wanted that the audience who was hearing her speech to find the solutions by themselves. The audience that she was addressed to was composed by powerful people who had a lot of power in their hands in order to make things function better. Clinton wanted to call upon the audience feelings and for doing that she listed a lot of hardships that women face all over the world.

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The words that Clinton has used are simple ones but she used them very effectively because through the words she not only made a great impact on the audience but these words created on the hearers' mind images of what she was speaking about and the message was stronger and the impact of course was bigger too. "Seeing" by means of words is a crucial part of the process, because the use of imagery requires listeners to make the connection between the visual image and the reality to which it refers to, and then to draw their own conclusions. [8]

She also has used the right pausing, the right intonation, a lot of repetition and the right diction. Some of the rhetorical devices she used are:

Contrast:"However different we may be, there is far more that unites us than divides us."

She used phrase reversal:

"If women are healthy and educated, their families will flourish. If women are free from violence, their families will flourish.

"If women have a chance to work and earn as full and equal partners in society, their families will flourish."

"Over the past 25 years, I have worked persistently on issues relating to women, children and families.""Over the past two and a half years, I've had the opportunity to learn more about the challenges facing women in my own country and around the world."

Asyndeton: "This is truly a celebration, a celebration of the contributions women make in every aspect of life: in the home, on the job, in their communities, as mothers, wives, sisters, daughters, learners, workers, citizens and leaders."

"By gathering in Beijing, we are focusing world attention on issues that matter most in the lives of women and their families: access to education, health care, jobs, and credit, the chance to enjoy basic legal and human rights and participate fully in the political life of their countries.""At this very moment, as we sit here, women around the world are giving birth, raising children, cooking meals, washing clothes, cleaning houses, planting crops, working on assembly lines, running companies, and running countries".

Polysyndeton:"That is why every woman, every man, every child, every family, and every nation on our planet has a stake in the discussion that takes place here".

"Speaking to you today, I speak for them, just as each of us speaks for women around the world who are denied the chance to go to school, or see a doctor, or own property, or have a say about the direction of their lives, simply because they are women."

Rhetorical question:"Wasn't it after the women's conference in Nairobi ten years ago, that the world focused for the first time on the crisis of domestic violence?"

Hillary Clinton used the pronoun "we" not only to sympathize and to be one of the women she is speaking for, but to make an

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appeal to her listeners and to the entire world that we together can change the world, we together can change the way women are living and they are being treated.

"We are the primary caretakers for most of the world's children and elderly, yet much of the work we do is not valued."

"We must move beyond rhetoric. We must move beyond recognition of problems to working together to have the common efforts to build that common ground we hope to see."

Another device used is the list of three:

"Freedom means the right of people to assemble, organize, and debate openly".

"Let them listen to the voices of women in their homes, neighbourhoods and workplaces".

"It is conferences like this that compel governments and peoples everywhere to listen, look and face the world's most pressing problems."

"It is a violation of human rights when women are doused with gasoline, set on fire and burned to death because their marriage dowries are deemed too small."

In that speech we also can find contradictions

"We have avoided another world war but we have not solved older deeply-rooted problems that continue to diminish the potential of half the world's population."

"We are the primary caretakers for most of the world's children and elderly, yet much of the work we do is not valued. Not by economists, not by historians, not by popular culture, not by government leaders".

Clinton used the passive form in order to put the emphasis more on what was happening with women and not who had the fault for that because we all know that is our fault but she wanted to face us with our actions and their consequences.

"They are being denied the right to go to school by their own fathers and brothers."

"They are being forced into prostitution and they are being barred from the bank, lending offices and banned from the ballot box."

She combined the words for a greater impact and we can see this in the following example:

"If there is one message that echoes forth from this conference, let it be that human rights are women's rights and women's rights are human rights for all".

Another rhetorical device used by Clinton were puzzles and solutions:

Puzzle→ "Let me be clear, freedom means the right of people to assemble organized and debate openly."

Solutions→ a) "It means respecting the views that those who may disagree with the views of their governments."b) "It means not taking citizens away from their loved ones and jailing them, mistreating them or denying them their freedom or dignity because of the peaceful expression of their ideas and opinions".

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Another characteristic that is noticed in the speech is that most of the verbs are in the progressive tense. The main reason why Clinton used this tense is that she wanted to give the idea that all the examples that she brought for the audience were still alive, women were suffering and they have to find an immediate solution for that. So she wanted to call upon the audience's feelings and she wanted them to act and to react for all these atrocities that women have to face.

"…comfort they feel in knowing that their children…"

"…women in South Africa who helped lead the struggle to end apartheid and are now helping to build a new democracy."

"Whether it is while playing with our children in the park or washing clothes in a river, or taking a break at the office water cooler…"

Conclusions

After the analysis of Hillary Clinton speech,this study came at the conclusion that rhetoric achieves the goal by means of rhetorical devices. Some of these rhetorical devices are: anaphora, antithesis, the list of three, phrase reversal, puzzles and solutions, combination of words, rhetorical questions and a lot of other devices. Rhetoric is a powerful weapon which makes us possible to communicate with simple words a big message, or to win the trust of the others, or to achieve our goals by combining these simple words with the right rhetorical devices. And by this right combination we will create on our listeners' minds, images so the impact on them will be greater. We can define it as the art of persuasion by which we manipulate language and by means of it we can: persuade, convince and change the others opinions according to our purposes.But we have to be aware of what rhetoric is, how it makes politics' speech to sound more reliable. Another reason why we use rhetoric is to control the others; in the case of politicians they try to control the masses' opinions and by doing so they manage to attract the people towards their political parties.

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TERRITORIAL LINGUISTIC VARIATIONS (PART 2)

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Abstract

Much youth language differs from traditional talk, yet in each new variant remains a dialect substrate, which, at different degrees of intensity, is also observed in the different layers of civic speech. Variation in language influences the ability to express ideas, generalizations and abstract perspective of life experiences. Territorial linguistic variations are mostly expressed in spoken language. They affect areas of languages, such as: phonology, morphology, syntax, lexicology and semantics.

Regional dialects share similarities and differences among each other. Lexicon, pronunciation, syntactic structures and morphological patterns contrast one another in various geographical areas.
Nevertheless, local discourses of geographical areas close to each other overlap in some linguistic features. Territorial linguistic variations influence the speech of all of its interlocutors, including youth. Young generations adapt the traditional language to its needs, age and current trends.

Key words: *dialect, standard norm, influence of youth discourse.*

Introduction

Individual speech is affected by: social environment and birthplace. The continuous interaction of these two elements affects individual speech. Such situation is reflected in our education system. Standard language and dialects. Language used and acquired at school is different from local language, family and/or social jargon.

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To the students, Social language group is primarily and the standard version is secondary. Local vernacular is its everyday language. Through it the speaker

shapes its world and explains itself (opinions, emotions and desires).

Theoretical perspectives

D. Korson: during the transition period from family to school, kids strongly avoid the linguistic influence of family and social group. Unconsciously, they try to adapt themselves to the standard communication mode used in school. This makes it difficult for some of them to fully adjust their linguistic performance and as a consequence to face difficulties in various school subjects.

Gj. Shkurtaj: students may experience physical and emotional changes, which in turn draws them into language insecurity.

Gj. Shkurtaj: "linguistic incompetence": the difficulties of such students to learn and speak conform standard language rules.

Penelope Ekert: the discourse of all speakers is based on dialect, depending on the origin or local environment or with whom they have previously been associated. Family, origin, society and level of education influence strongly individual speech. But, if individuals move in then their current speech is under the influence of other linguistic patterns. Thus, they can change their linguistic performance, which on its turn can reflect features of the regions or places in contact.

Martin Heidegger: "Language is something so important that we should not leave it to linguists alone. " Every nation has the obligation and the responsibility to properly defend and use the literary language.

M.,Ibrahimi: the general linguistic culture of the speaker is strongly influenced by stylistic, dialectical, sociolectocal, slang, and idiolectory factors. Regardless of what function the language plays in society and culture, what is the topic, who speaks and writes with it, with whom, where, when and for what reason, such elements influence the speaker performance at a certain extend.

G. Durmishi: linguistic phenomena manifested in variant forms have their relative importance and merely no matter what variant they belong to, it is impossible to disconnect from the linguistic use of each individual - as speakers and representatives of the standard Albanian language, hence according to this view, language tolerance is presented as a reasonable attitude and a single guideline for linguistic and social behavior.

Results

A- Study case for academic lectures.

1- Is students' local speech manifested in academic environment?

Yes 70%_ NO_7%_ Sometimes__23%_

2- Main factors of the linguistic influence are :

Students coming from rural countries 46%

Students coming from other towns 48%

At all the students 6%

3- Is local vernacular reflected in assignment works?

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Yes 15% No 85%

4- Does academic staff correct local speech performance?
Yes 87% No 13%

Albanian northern students display these linguistic features:

- Avoidance of the correct pronunciation of the words that have in their structure:
- The consonant clusters: mb, nd, ng, which are heard in their northern dialectical form i.e., in occurs their assimilation m, n, ŋ: maj, mush, knoj.
- The vowel clusters ua (duar, mua, shkruar), ue (mësues, i gëzueshëm),
- The northern dialectical forms are expressed by the mono thong u (<ue): dur, gru, mu, shkru, etj.

Southern Albanian students display these linguistic features:

---pronounce ç instead of sh, fjalë si çfaqje, çkarkoj, çkul, i çkujdesur; do not pronounce the voiced consonant rr,
--- pronouncing it as voiceless r: ara, ruga, rush etc.,instead of: arra, rruga, rrush.

B- Students questionnaire

1-State your origin place? Town 69% village 31%

2- Does your home talk change with that at the university?
A lot 86% a little 11% not at all 3%

3- What are some of your native and family expressions that you continue to use in the University's outdoor environment?

Kuksi: (A) mos hec njashtu se zysha nuk asht ktu.

(B) pse mor ku asht? Po t'tjert kan ardh?

Fier: (A) o laça, do vish ti ere? (B) ik e ik, se s'vi fare un.

Vlora (A) ç'a bëre, mirë?

Discussion

Intercultural communication is prone to misunderstandings due to linguistic varieties, esp., in phonetics and lexicon. Interlocutors of different cultures and geographical areas face innumerable differences in communication.

Such linguistic heterogeneity creates diversity in the common language of students. But it is noteworthy that a considerable part of the students coming from other administrative environments alongside the dialectal features of the countryside also borrow some of the talents of the city of Vlora.

Students use lexicon of their home place within social groups or with others coming from the same place. However, the use of local vocabulary is less used with students belonging to other places and cultures. The phonetic element and the synonymous form for the same object or phenomenon, etc., are encountered mostly in intercultural conversations.

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One of the most important features of language is the ability to express social meaning relatively independently of the sentences used.

Linguistic geography is influenced by social and cultural interaction, cultural diffusion, religious, political, economic phenomena.

Conclusions

Students of the University of Vlora, in conversational and academic lectures, exhibit linguistic features of their geographical background. Diversity is found in dialectical phonetic and semantic differences.

Words and expressions of the place of birth are used on a large scale within a social group or with students coming from the same administrative environment. However, local language is used when communicating with students belonging to other countries and cultures.

Linguistic characteristics in spoken language:

Phonetic elements and synonyms for the same object or phenomenon, etc., are more commonly found in intercultural conversations.

This feature is noticeable in the first grade students.

During the other years of study, students' speech fit the standard discourse enough, thus avoiding the misunderstandings that come as a result of discourse differences.

Phonetic changes appear in the articulation of new words, such as: software, group membership (for: group member), daunlod (download) etc. . .

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DIFFICULTIES OF ALBANIAN SPEAKERS IN PRONOUNCING PARTICULAR ENGLISH SPEECH SOUNDS

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Abstract

Learning a foreign language has always been a very complex learning and teaching activity. Pronunciation of particular English sounds has been an abstruse problem and difficulty to which teachers and students put a lots of efforts aiming to establish a basics interactive learning routine, upon which will be constructed . There is a very specific sound category, which on the level of syllables and words, in many ways provokes pronunciation difficulties which make native Albanian learners encounter a range of pronunciation difficulties, in the assimilation of these particular sounds.

Keywords: *Pronunciation difficulties; vowels; diphthongs; consonants.*

Introduction

Main study objectives and the main particularities of the speech apparatus in production of English sound variations The main study objectives of this paper are as follows:

- To identify the main difficulties which cause problems in learning and assimilation the English sounds;
- To describe the most particular causes, and their severity in terms of learning and assimilation of these sounds,
- To assess the degree of learning difficulties with the university students target group as a representative sample;
- To develop new approaches and models leading towards a better learning of pronunciation of the English sounds.

The main particularities of the speech apparatus in production of English sound variations are:

- the part of the tongue used in their formation, the height of the tongue, the position of the lips and the inherent length.

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- Main particularities of the speech apparatus in production of Albanian variations:
- the part of the tongue, raised and
- labial participation, labial participation characterized as weaker and with a lower overall inherent length, the position of the lips, slightly relaxed.

1. Documented student difficulties in pronouncing vowels

The fact that in English are 20 vowels, is enough to prove that the major part of the students, do have difficulties in assimilation these sounds. Seen from the prospective of the fact that all vowels are voiced and the fact that in English they appear in different pronunciation, as well as having in mind the influence of the L1, the target students through their answers provided in the questionnaires, have resulted in a bunch of variation pronunciation of these sounds. To illustrate this, I'll give a table of the most frequent English vowels' pronunciation and the difficulties that the tested students have undergone during the process of their assimilation. The table below shows the use of the general accent as an example, while pronouncing difficult and easy vowels, excluding diphthongs:

[a]	The A	In father
[æ]	The A	In cat
[ə]	The A	In about
[ɛ]	The E	In bet
[e]	The A	In pay
[i]	The I	In machine
[ɪ]	The I	In big
[o]	The O	In toe
[ɔ]	The O	In cost
[u]	The OO	In cool
[ʊ]	The OO	In good
[ʌ]	The U	In bug

According to all four groups of students' performance, the case of /I/, like in bet, set, and the vowel [ʊ] in the words like: lower high, back, as a back rounded vowel [ʊ], appeared to have a problematic pronunciation particularly with the first two groups of students, i.e. the students belonging to the lower language abilities and communication skills. The other two groups especially the group, consisting of students with high communication skills, this vowel has been pronounced in a correct way, by pronouncing it exactly as a back rounded vowel. In terms of percentage, the overall student performance shows that back vowels, appear to have been pronounced correctly with 35% of the overall number of the students, while the rest which is 65% have produced an incorrect pronunciation which has slightly distorted like short [o] in the words like: lot, plot, etc. The case of [æ] , like in the words; cat, fat, man, sad, etc., has also appeared to be pronounced in different variations, all due to the L1. This sound has been mostly, pronounced like [e] in the words; bet, pay, head, let etc. Expressed in percentage, this sound has had a successful pronunciation of about 66% of the overall number of the tested students.

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The rest of the students, which is 34% of them have pronounced this sound in an incorrect way, which is due to the influence of the L1.

The case of /UR/ , the /IR/ pronounced like [ɛ]* - or, usually followed by an [ɹ] in the cases of bird and purple, appears to be of a very particular difficulties with students groups belonging to a lower language skills abilities. The sound / U / which should be pronounced as [ʌ], in the words bug/dug/hug, etc. there is a discrepancy concerning its pronunciation depending on the groups of the students who have been tested. If expressed in percentage, there comes out an accurate pronunciation of this sound of 65 % while the rest which is 35% of the tested students, have performed in a wrong way.

The sounds /OO/ [u] and /OO/ [ʊ] - in cool- in good, as a result of the way they are spelled, the tested students have had an impression that these sounds are pronounced like the Albanian /u/. In this regard, the tested students can’t make the difference when the letters like the double in particular words like floor, and some other words alike, which are less frequent, are pronounced like the Albanian /o/. The case of: [A] in the words like; father, cat, about, pay, the E in the words like; bet, get, etc., the I in machine, big, and the /O/ in toe, and cost: has recognized a variety of pronunciations, which seen from the prospective of the mother tongue influence, proves a pretty high degree of the influence of the Albanian /A/E/I /O/.

2. Performance of the students in the pronunciation of the English diphthongs

Diphthong	Example/word
æɪ	Main, brain, train etc.
aɪ	Bite.
əu	Low, blow, etc.
oi	Toy, boy, troy, etc.

The most important thing that one should know about diphthongs is that the first part of the sound is much longer and stronger, while the second part is shorter and weaker. To illustrate this, the most appropriate sound of this category is the one found in the word eye, which sounds like [ai] composed of a vowel [a:] and another short vowel of a shorter duration and a weaker frequencies compared to the first one which is of a longer duration and a stronger density, which is [I]. The last part of this diphthong is almost unnoticeable, because of the very fact that the student pronunciation primarily focuses in the first one. The way or technique of the English diphthongs' pronunciation represents an overall rule to all other diphthongs being characterized by the feature of their last part being pronounced weaker. Recalling the fact that the overall number of the English diphthongs in total eight, the student performance regarding the correct pronunciation of this sound category, is more or less alike with some light exceptions of difficulties in pronunciation like in the case of the diphthongs such as; /ɪ/, in the words sky, buy, cry, tie, etc., the diphthong/ɪə/ in the words bier, pier, hear,

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etc./eə/,in the words of foreign origin primarily coming from French such as ; Blair, blare,br'er, etc., and/ʊə/ in the words such as; allure, amateur, amour, aperture, armature, assure,

Aznavour, of French origin, but not in cases of the words such as; manure, mature, moor, Moore, etc. Of English origin. Further on, difficulties in pronunciation of the problematic diphthongs have appeared with the performances of the diphthong such as;/əʊ/ in the words such as; oh, no, so or phone, and in some words of foreign origin as well as typical ones such as; aglow, ago, further on the words like; aero, aggro aikido, airflow, air show, Alfa Romeo, alfresco, allegro, also, alter, ego, etc. In the pronunciation of these words, the final part of the diphthong has been weaker or almost nonexistent, while the front part of the diphthong has not been very strongly pronounced. This way of pronunciation has been persisting in the so called "dificult diphthongs" of English, which as such has been triggered because of the influence of the L1. This phenomenon has been also affected by the insufficient students' exposure to the Medias, to the music as well as to the so called passive exposure to English.

3. The overall research focuses in pronouncing English consonants .

Approximately, 30 consonants sounds composing the Albanian sound system, is a fact, which shows that Albanian students do have difficulties in pronouncing these sounds, but far less than some other students from other ethnical background. Seen from this prospective, the following features have been closely watched: voicing, aspiration, mouth position, specific sounds. The study carried out in this problematic with the native Albanian students pronouncing English consonants, revealed the following overall characteristics:

- Tendency to produce an overall soft variation of the plosive consonants, such as /p/,/t/,/d/,/g/ etc. replacing them with soft sounds which are unlike English ones. There is a tendency of them to occur as homophones. This is the case of the words like: /t/ and /d/ are typically pronounced as dental stops as in the words like; tide, time, dare, don't develop etc.
- Tendency to pronounce /p/,/ t/,/ k/ as un aspirated stops.
- Tendency to replace [ŋ] with [ŋg] ("singer" rhymes with "finger") or as /n/ (combined with the above tendency makes the words "king" and "keen" homophones).
- Tendency to replace word-initial /sm/ with [zm], e.g. small [zm l]. This voicing also applies to /sl/ and /sn/.
- Tendency to pronounce the final /g/ as a strong [g] which is against the English pronunciation rules;
- The tendency of pronunciation of /g/ in thing like /k/ in think, etc.

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- Tendency to add /h/ to some vowel-initial words.
- Albanian language does have the dental fricatives, which is not the case with 10 Native non Albanian students, who according to the gathered pronunciation data of these sounds, have performed the voiceless [θ] has been replaced with a dental [ ] or with [f] while the voiced [ð] has become a dental [d̲].
  - The case of affricates (plosives and fricatives)
  - They are characterized by the same place of articulation:
  - Produced examples are the following: [tʃ] and /d/ sounds at the beginning and end of the words church [tʃ__tʃ] judge [d__d]
  - It is usual to regard tʃ , d_ as affricate phonemes in English (usually symbolized by the Albanian [ç] by [ts], [dz], [tr], [dr] etc.
  - The phrases 'why choose'wai [tʃu_z] & 'white shoes' wait [ʃu_z] are said to show the difference between these affricates.

4. The most appropriate techniques for the elimination of pronunciation problems of EFL learners

Concerning the difficulties in pronouncing the problematic sounds, the following techniques need to be taken into consideration:

- Word - association drill in learning pronunciation;
- The substitution drill in learning the English sounds with the tested students;
- The activity of tongue twisting in learning English sounds.

Overall suggestions pronunciation improvement.

As a result of this research, language teachers must be aware of these techniques or methods and should apply any of them while teaching pronunciation. It must be borne in mind that teachers are the models for their learners, so first of all they should have good pronunciation; otherwise, they can harm their students. Learning English takes years of study. Correcting pronunciation is a one-time-only task. The learner needs to be able to hear the correct sounds. Then he/she needs to make easily work the use the muscles of the mouth, the tongue and jaw, all in order to make possible easily to produce the problematic sounds, imitating the native speaker and the teacher. As with exercise, repetition then helps establish the improvements and integrate them into their natural speech. On the other hand, to contribute better to the assimilation of the English sounds, the

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learning tools such as audio-tapes, recorders and IT or as we call them computer learning, can be helpful in pronunciation correction. However, according to the ELT methodologists, in this regard, it's more effective to arrange organized attendance of courses of English out of the school as well as make students be more in touch with the so called passive exposure to English in TV, listening to songs, watching movies as well as learning from internet portals dealing with English sound pronunciation. Of course, the most efficient method remains working with a trained professional as well as long term journeys in English speaking countries.

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IDIOLECT

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Abstract

The aim of this paper is a theoretical and qualitative perspective of a very interesting sociolinguistic phenomenon in English and Albanian languages that is idiolect.This work aims at answering the questions to,first of all,the definition and meaning of idiolect , how the society with all its elements, the social class and we as members of a community affect it and see if it is the age or the social class that determines the idiolect .The theoretical viewpoint is based on the contribution of many scholars with their research work on idiolect. From the qualitative aspect , a sociolinguistic survey on idiolect has been carried out with Vlora University students. The reasons for choosing this topic of research are two:firstly,it is a living part of language that we hear and produce every day in our lives that is ‘the individual’s own way of speaking’ and secondly , we almost never pay attention ot it .This way,we hope that this work would be a modest contribution to the sociolinguistic work.

Key words: *idiolect,language variety,individual,society.*

Introduction

Idiolectis an individual's distinctive and unique use of language, including speech. This unique usage encompasses vocabulary, grammar, and pronunciation.

Idiolect is the variety of language unique to an individual. This differs from a dialect, a common set of linguistic characteristics shared among some group of people. The term idiolect refers to the language of an individual. It is etymologically related to the Greek prefix idio- (meaning "own, personal, private, peculiar, separate, distinct") and a back-formation of dialect.

Some examples of idiolect

Idiolect refers to peculiarity of language use by individuals. It's like fingerprint of your language use. For example president Trump uses the word “tremendous” often and in particular intonation. He has this character particular to himself when talking. That is his idiolect. If you want more examples, I

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suggest you watch some videos of impersonation where celebrity/ politician's language use is imitated.

An idiolect is the sum of particular characteristics of a single person's use of a language and any dialect of the language, including idiosyncratic choice of words and pronunciations. Winston Churchill had a hissing sound to his S of an English upper class British dialect. I have heard President George H.W. Bush say ''buhfore" instead of "before". A baseball player and broadcaster Dizzy Dean would say such things as "the player sloud into third base".

I have adopted over time some pronunciations I use that differ from my original learned pronunciation, such as pronouncing Aunt as "Ont" instead of like "Ant" as in the insect, since it is the older pronunciation used back east in the US and by many black people. The word comes from "amitia" in Latin whence "tia" in Spanish and "zia" in Italian derive.

The frequency of use of a word or phrase by an individual also is part of an idiolect. My father's mother used to exclaim "Land o' Goshen" in surprise, something I have not heard others do, and an aunt used to exclaim "whoopie day" in surprise. I have heard some young people use "I was like" over and over again. We all have our personal peculiarities of speech.

The word idiolect is a term of art in linguistics referring to the fact that no two individuals have exactly the same internal lexicon or utterance generation rules for any language whatsoever.

What is a noun for idiolect

1.(now rare) A manner of speaking, a way of expressing oneself.

2.A language or dialect.

3.Specifically, a particular variety of language; a restricted dialect used in a given historical period, context etc.

4.An artistic style (for example, in art, architecture, or music); an instance of such a style.

5.An expression peculiar to or characteristic of a particular language, especially when the meaning is illogical or separate from the meanings of its component words.

6.(programming) A programming construct or phraseology that is characteristic of the language.

Words related to idiolect

1.Speech communication

2.Voice communication

3.Spoken communication

4.Oral communication

5.Speech

6.Language

Conclusions

In linguistics, an idiolect is a variety of language that is unique to a person, as manifested by the patterns of vocabulary, grammar, and pronunciation that he or she uses. Conceptually, the language production of each person, the idiolect, is unique;

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linguists disagree what underlying knowledge of a language, or of a given dialect, is shared among the speakers.Linguists who understand particular languages as a composite of unique, individual idiolects must nonetheless account for the fact that members of large speech communities, and even speakers of different dialects of the same language, can understand one another. All human beings seem to produce language in essentially the same way. This has led to searches for universal grammar, as well as to attempts to define the nature of particular languages.

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https://www.freethesaurus.com/idiolect.

https://en.oxforddictionaries.com/definition/idiolec

https://www.synonyms.com/antonyms/idiolec.

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GENDER AND IT'S INFLUENCE ON LANGUAGE LEARNING

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Abstract

Interaction between language and gender has always been one of the over-heated subjects in sociolinguistics. Based on findings from related areas, this paper aims to give a comprehensive account of gender differences in English language and especially the difference in language learning strategies in order to offer an indication for the establishment of harmonious interpersonal relationships as well as different focus when teaching students of different genders to improve learning and teaching efficiency at the same time. In this paper, we will examine the differences in verbal abilities, differences in reading comprehension abilities, differences in speaking and listening abilities and differences in language learning strategies.

Keywords: *gender differences, English language, strategies, effective learning.*

Introduction

Gender difference has entered into English language studies as a linguistic variable for a long time. As one of the popular fields in sociolinguistics, explorations on gender difference in English language and other languages as well have experienced a period of gradual development. The relation between language and gender has become one of the major issues in sociolinguistics since early 1970s. There is no doubt that researches and studies in this field will do good for men and women to understand each other, providing basis for establishing harmonious interpersonal relationship. Apart from that these researches will facilitate both English learning and teaching as well as cross-cultural communication. However, it has to be acknowledged that the concept of "gender" has not been well defined and is not well understood. Coming to it in another way gender issues are still misunderstood by people in general. Gender is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially. It is a central organizing principle of societies, and often

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governs the processes of production and reproduction, consumption and distribution. In spite of this definition, gender still is often misunderstood.

"Gender" refers to a set of qualities and behaviors expected from a female or male by society. What's more, gender roles are learned and can be affected by factors such as education or economics. No matter a man and a woman are from the same society or they are of different cultural background, the differences they display in general are reflected through their respective constraints, views, opportunities, needs, roles and responsibilities.

These responsibilities, roles and needs are represented in this thesis by studying the differences between boys and girls in language learning. In this thesis I have done a brief and simple research showing that there is a difference between males and females when it comes to language learning strategies. Beside this research the thesis shows other differences in verbal activity, reading comprehension, speaking and also in listen and speaking activities.

On the other hand, an important concentration is given to English learning teaching. I have tried to show some teaching strategies from past researches and from my own experience in order to make a lesson easier for the students and their accomplishment.

1.1 Definition of gender

When trying to define the word gender, we should make a clear distinction between gender and sex so the later is about "socially expected characteristic rather than biology" and that gender has to do with behavior, for example, masculine and feminine characteristics that people posses whether being biologically a boy or a girl. According to Goddard and Patterson, gender is a daily, continuous part of our social behavior, something we do rather than being a "fixed and unalterable dimension that is imposed on us".

Different sociologists agree with this kind of definition as they also see gender as a social rather than a biological phenomenon in the sense that people learn the attitudes and behavior appropriate to their sex, rather than are born with them. Women and men, girls and boys are treated in different way, they have different experiences at school, at work and at home, they do different things and different things are expected of them. In other words, women and men have different life experiences to levels that cannot be explained by simple biological differences between the sexes.

Even though it is a fact that girls and boys are treated differently in many aspects of life, the aim of this work is to find out how the differences occur and in what situations in the classroom. I personally agree with Goddard and Patterson with the fact that it can be dangerous to explain the differences between boys and girls only in biological term as these terms only underline people's acceptance of inequalities and differences between boys and girls. When going deeper

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into gender definitions and characteristic, Goddard and Patterson point out that "males are seen as logical . rational, aggressive, strategic, independent and competitive" as females are thought to be "intuitive, emotional, submissive, empathic, spontaneous and co-operative". They both summarize these by implying that men is "a leader and decision-maker" and women is "a loyal supporter and follower".

A survey on people's attitudes toward female and male speech showed that gossip and talk a lot were very often characterized as female speech. This is inconsistent with the fact that while girls are often stereotyped as the "over talkative" sex, it is still boys who dominate classroom talk. A female who is portrayed as being talkative is often one who talks as much as a men and when "females are seen to talk about HALF AS MUCH AS MALES, they are judged as "dominating talk".

1.2 Gender in the ELF classroom

In the present study it is important to separate the study of gender from any feministic perspectives and opinions and only focus on it its value inside the classroom. According to Graddol and Swan, in addition to linguistics, there are many authors studying language and gender. However, studies on gender related to the interaction between a student and a teacher in the classroom are relatively few. Graddol and Swann continuous to say that schools cannot be held responsible for producing gender inequalities but they will contribute to them. Swann points out that it is important to understand that diversity and contradictions exists in classrooms and they "can be exploited by those who wish to promote change" in order for boys and girls to have more learning opportunities.

There has not been much research done on gendered discourse in the language classroom and that even though gender has been quite widely investigated in foreign language education there are still very few studies of gender and interaction on the EFL classroom. The focus of her study was on girls and boys talk to the teacher in the foreign language classroom. There are reasons to why curricular subjects make a difference to the gendered nature of classroom discourse. This means that different characteristic can make a foreign language classroom different from other subjects in terms of gendered talks.

1.2.1 Gender Differences in Verbal Ability

Underlying this presentation is the question of whether actual differences exist in the verbal ability of boys and girls. There are the variety of opinions which are relevant to this question. Traditionally, it is accepted that females are more "verbal" than males. Females are seen to talk more with other females than men do to each other: girls are traditionally seen as wanting to talk about their problems where boys aren't; and in schooling , it is generally accepted that girls are better at English and verbal studies than boys. Whether these commonly held beliefs have evidence in facts is debatable. Learning differences for each gender are only one aspect of their review. Their review pointed

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to a number of differences that other studies has agreed upon. One such difference was in verbal ability which favored females and which they saw as largely disappearing in adolescence. I concluded that girls have an initial verbal advantage but found that the advantage displayed by girls in vocabulary. However, I found that girls do better on tests of verbal memory, an important skill in learning a second language.

1.2.2 Gender differences in reading comprehension ability

Reading is one of the main ways to get information. What is the relation between gender and reading comprehension? Reading success depends on factors such as the levels of readers, types of texts, text difficulty and task demands. One important factor that affects the process of reading is the reader text variable. Considering the text variable, different studies have been conducted to investigate the way readers affect the processes of reading and comprehension. Reading comprehension is a complex cognitive skill in which the reader should construct meaning by using all the available resources from both the text and background knowledge.

Several studies, which have investigated some independent variables that are linked to student's abilities to comprehend science textbooks, have conflicting findings. Females are better in case of comprehending passengers. Females are outstandingly superior in reading skills, and the proportion of men going to reading classes as a remedy, is higher than females. Females outperformed males in their comprehension of given passages in a written recall task.

1.2.3 Participation in Speaking and Listening Activities

As this section is concerned with society's influences on learning behavior, we now turn to more specific behaviors within the language classroom. Girls tended to place greater emphasis on conversational rapport and possibly, upon communication activities generally. Traditionally, girls higher enrolments in second language classes have been partially attributed to their greater comfort with speaking activities. Overall, empirical research does not support this belief, although researchers do not necessarily agree. Also, research suggest that boys score better in certain listening comprehension activities than girls. These findings will be considered as indicators of how we need a greater and more complete understanding of "boys" and "girls" preferred learning activities. Boys and girls willingness to speak in second language lessons is one debatable point. Some researches found that boys welcome speaking out, and do some more than girls.

1.3 Language Learning Strategies

Various studies have discerned gender differences in language learning strategies use. In most of the studies in which gender differences emerged, the result demonstrated that females reported using language learning strategies more often than males. However, some studies demonstrated that there was no statistically significant difference between gender in the use of

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LLS. Still others showed that males learners use more LLS than female learners do in certain taxonomy. Female learners also have tendency to use overall language learning strategies more often than males.

1.3.1 Gender differences in the use of learning strategies

Numerous empirical researchers have shown that gender has a significant effect on the extent of strategy use. Women use learning strategies more often than men. The research findings indicate that women more frequently use memory and social strategies. Groups of learners differ in composition, but recent studies have found that men and women often fall into different groups of learners. How these differences in preferred style may affect learning outcomes and the extend to which they are relevant to second language learning is still not completely understood? Similarly, we don't have yet have a complete understanding of the learning styles of students or whether any aspect of these styles differ by gender a better understanding of how adolescents of both genders learn second languages and of which activities they enjoy, will contribute to better outcomes for both genders in both compulsory and post- compulsory language study.

Males and females learn differently from each other. Males tend to be more tactual and visual, and they need more ability in a more informal environment than females. Males are more nonconforming and peer motivated than females. Males tend to learn less by listening. Females, more than males, tend to be auditory, authority-oriented, need significantly more quiet while learning, they are more self and Authorities motivated, and are more conforming than males. Male students prefer to get learning tasks which give them the possibility to talk more in public settings because they feel compelled to establish or maintain their position in the group. Females, on the other hand, prefer to talk more in the private settings because they see conversation as an important way of maintaining relationships.

A student's reading proficiency has not been interpreted as a single ability, but rather as a reflection of several certain cognitive abilities depending on the nature of the reading material used for the language study and individual differences in cognitive abilities and perceptions, that is learning style. This study supported the hypothesis that the topic addressed in the reading task is important for a student achievement as well as for understanding gender differences in students learning styles.

The teacher's role in strategy training is an important one. The teacher should learn about the students, their interests, motivation and learning styles. The teacher can learn what language learning strategies his or her students appear to be using by observing their behavior in class that is whether they cooperate with their peers or not, whether they ask for clarification, verification or corrections. Besides observing their behavior in class, the teacher can have adequate knowledge about the students, their goals, motivation, language learning strategies and their understanding of the

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course to be taught. It is a fact that each learner within the same classroom may have different learning styles and varied awareness of the use of strategies. The language teacher should provide a wide range of learning strategies in order to fulfill different learning styles that meet the needs and expectations of his students who possessing different learning styles.

Conclusion

When examining the role of gender on the acquisition of language we must consider that there are various ways in which it can affect language use and development. Gender is a variable that can affect language acquisition and teaching.

In this paper, we tried to see whether there are any significant difference boys and girls students in their language learning strategies or not. Despite the limited scope of the study, it seems that male and female learners differ in the language learning strategies.

The aim of this study was to understand if boys and girls use different strategies in language learning. What we got from the analyze is the fact that female students do use different learning strategies from male students. By affecting language learning strategies they also differ in reading, listening and comprehension ability. This study shows the differences of male and female students using student's questionnaires and teacher's interview.

The study found out that the total female students outperformed the total male students by being more cooperative with the classmates and more concentrated in the lesson. The use of strategies is more effective on girls than on boys. Boys like to take it easy when it comes to learn new things, whether girls are more careful with what they learn.

The teacher's role in strategy training is an important one. The teacher should learn about the students, their interest, motivations, and learning styles. The teacher can learn what language learning strategies his/her students appear to be using by observing their behavior in class that is whether they cooperate with their peers or not, whether, they ask for clarification, verification or correction. Besides observing their behavior in class, the teacher can have adequate knowledge about the students, their goals, motivations, language learning strategies, and their understanding of the course to be taught. It is a fact that each learner within the same classroom may have different learning styles and varied awareness of the use of strategies. The language teacher should provide a wide range of learning strategies in order to fulfill different learning styles that meet the needs and expectations of his students who possessing different learning styles.

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TRANSLATION AND ADVERTISING

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Abstract

- Advertising language
- Advertisements' aim is to transmit a message that is easy to understand and memorize. A good ad is memorized through repetition, but the brand name or a good slogan can also make an ad successful.
- Slogans are a way of advertising products. They concentrate in few words the motto of the company, its aims and the benefits that the products can bring to customers. Slogans become an important part of the advertising strategy when a company chooses to advertise its products in an international market, entering a different social and cultural frame.
- The Role of Translation in International Advertising

Keywords: *advertisement, brand, slogan, product, company*

Introduction

International advertising is becoming more and more important to brands in the global marketplace. Let's suppose that you are a brand with a wonderful product to launch. You are ambitious, and are aiming to sell it globally. So where do you go from here? How does your brand stay true to itself, despite the journey from one language and culture, to another? Or several languages and cultures? How do you make this transition hassle-free? And finally – how does your product become successful across many different countries? (this, after all, is your ultimate goal – whatever it may be that gets you there). Well, translation plays a crucial role in all of this. We can even go so far as to say that it's the answer to the above questions.

1-Mr. Clean is a brand name and mascot fully owned by Procter & Gamble, used as an all-purpose cleaner and melamine foam cleaner.

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- International versions
  The name "Clean" is usually translated into local languages:
  Don Limpio, in Spain (originally launched and sold for years as 'Mister Proper')
  Maestro Limpio, in Mexico and Puerto Rico
  MastroLindo, in Italy and Malta
  Meister Proper, in Germany (originally; labeled for a short time as Mr. Proper)
  Meneer Proper, in Belgium and in the Netherlands (Colloquially, the brand is known as 'Mister Proper')
  Pan Proper, in Poland
  Mister Proper, in Bulgaria, Croatia, Czech Republic, Hungary, Latvia,
  Mr. Clean M. Net, in Canada
  Monsieur Propre, in Belgium, France and Morocco
- Translation of slogan :
- When it comes to clean there is only one Mister –International Slogan
- Per me paster ,per me lehtetendihmonvecMastroLindo-Shqiperi
- QuandopassaMastroLindo,chepulito,ti ci vedi.

2-Kit Kat is a chocolate produced by Nestlè and it is famous all over the world.

- There are different flavours of Kit Kat but there are also different slogans.
- Have a break,have a Kit Kat.
- Fai un break,spezza con Kit Kat.
- Bejnjepushim,shijonje Kit Kat.

3-Red bull is an energy drink.It has the highest market share of energy drink in the world.

- Red Bull's slogan is : 'Gives you wings‘
- Red Bull timette le ali.
- Red bull te ben me krahe.

- 4-Pepsi

- Pepsi is a carbonated soft drink produced and manufactured by PepsiCo.
- Pepsi has used different slogans during this years.
  - Pepsi Cola hits the spot two full glasses,that's a lot.
  - More Bounce to the Ounce.
  - Any weather is Pepsi weather.
  - Pepsi pours it on.
  - Have a pepsi day
  - Catch the pepsi spirit.
  - Nothing else is a pepsi

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- Live for now. Delicious, refreshing.
-Pepsi Çdo moment me shumë me të.
- Jetoçdo moment.

Companies With Really Catchy Slogans & Brand Taglines

- "The Few. The Proud. The Marines"
- 1. Nike: "Just Do It"
- It didn't take long for Nike's message to resonate. The brand became more than just athletic apparel -- it began to embody a state of mind. It encourages you to think that you don't have to be an athlete to be in shape or tackle an obstacle. If you want to do it, just do it. That's all it takes.

2. Apple: "Think Different"

- This slogan was first released in the Apple commercial called "Here's to the Crazy Ones, Think Different" -- a tribute to all the time-honored visionaries who challenged the status quo and changed the world. The phrase itself is a bold nod to IBM's campaign "Think IBM," which was used at the time to advertise its ThinkPad.
- Soon after, the slogan "Think Different" accompanied Apple advertisements all over the place, even though Apple had not released any significant new products at the time. All of a sudden, people began to realize that Apple was not just any old computer; it was so powerful and so simple to use that it made the average computer user feel innovative and tech-savvy.

- 3. L'Oréal: "Because You're Worth It"
- Who doesn't want to feel like they are worth it? The folks at L'Oréal worked with the theory that women wear makeup in order to make themselves appear "beautiful" so they feel desirable, wanted, and worth it. The tagline is not about the product -- it is about the image the product can get you. This message allowed L'Oréal to push its brand further than just utility to give the entire concept of makeup a much more powerful message.

Conclusions

- Advertisements’ aim is to transmit a message that is easy to understand and memorize. A good ad is memorized through repetition, but

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the brand name or a good slogan can also make an ad successful.

- Slogans are a way of advertising products. They concentrate in few words the motto of the company, its aims and the benefits that the products can bring to customers. Slogans become an important part of the advertising strategy when a company chooses to advertise its products in an international market, entering a different social and cultural frame.

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PROBLEMS OF LEGAL TRANSLATION TERMS WITH STUDENTS OF LAW DEPARTMENT

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Abstract

In our paper we want to emphasize some spots of students Difficulties while teaching Legal English and trying to translate law issues for sake of knowledge. Students' knowledge of culture is a gap while teaching or translating legal terms in context. Our goal is identifying some problems our Students of Law represent while learning/translating English for specific reason.

When we discuss the translation of terminology from Albanian to English, it is very important to make a distinction between the two terms "translating culture" and "cultural translation". Translating culture, in a narrow sense, refers to the act of transferring meaning from one specific culture-bearing language to another. Cultural translation refers to a dynamic process where everyone and everything that are a part of the interaction in translation undergo change, where notions are constructed about other cultures and about oneself. That is to say, translating culture is an act only in translation and cultural translation is the understanding and rendering of cultural concepts. Translating Legal texts is not simply translating culture, but also involves cultural translation.

Key words: *Legal text; students lack; culture; linguistic process*

Introduction

Translation is considered as a cognitive process and need multi task abilities. Language is one of the main means of understanding around the world. Writing is multifaceted task and a multifarious

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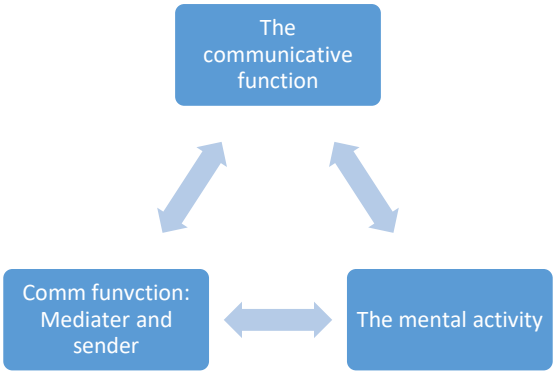
performance with much dissimilarity between them makes it easier to interact among different languages (Kaye, 2008)

In fact, although this may seem mere repetition, these processes of language mediation are extremely complex, since they are not only linguistic processes. These processes must also be understood within their social, cultural and above all psychological contexts. A comprehensive analysis of the tasks of language mediation can distinguish three basic stages:

- The communicative function established between the speaker or writer (the first sender) of the source text or discourse and the mediator as first recipient.
- The mental activity of the mediator processing the message received (either written or spoken).
- The communicative function established between the mediator as second sender of the target text or discourse and the final recipients of the message. These three stages are understood to be common to both translation and interpreting. The first and the third cover the functional pragmatic aspect of mediating as a communicative social and cultural action, whilst the second covers the mental or cognitive processes. For the communicative function successfully to be fulfilled, an optimum implementation of these cognitive processes is of paramount importance.



Translation is seen as the result of cognitive processes, where language competences are

required due to the context. A translator must have knowledge not only about the setting or the topic under discussion but also about the audience. In writing the conclusion to these theses I am constantly aware of the vast amount of material left undisguised. For example, I have not mentioned the major developments in machine translation that both contributed to advances in linguistics and then in turn benefited from those advances.

In this point I have to say that the translator competences are essential thus, it means that learning throw experience is needed. In general terms, TC is perceived as an underlying knowledge or ability needed to carry out a translation task.

- Language competence - this sub-competence includes the knowledge grammatical systems as well as

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repertoires, terminologies, syntactic and morphological conventions.

- Textual competence that emerges from and is intertwined with the linguistic competence, and represents an ability to define textual features of e.g. technical, legal or literary fields.
- Subject competence - stems from textual competence, it represents the familiarity with what the particular text is about, this concept covers both knowledge about the world (encyclopaedic knowledge) and specialist knowledge.
- Cultural competence – or that translators need to be specialists on cultures, because they act as me diators between various cultural backgrounds and presuppositions "technical texts are often culture-bound too" (Neubert; Schäffner 2000: 9)

Lack of such comptences are shown in the chart 2

1.1 A survey of the real use of the European Terminology in written official documents.

Example: Source text English - February-March 2014- Vlora-Newsletter - European Center of Information in Vlora city.

"Further to the European Commission's 2010 Opinion on Albania's EU membership application, as the Enlargement Strategy 2013-2014 points out, there are five priorities that Albania needs to meet for the opening of accession negotiations. These key areas include, among others, the need to "take effective measures to reinforce the protection of human rights, including of Roma, and anti-discrimination policies, as well as implementproperty rights". The priorities reflect the Union's fundamental principles and values which aspiring members are required to actively adopt too. During the presentation of the new projects, the Head of the EU Delegation to Tirana, Ambassador EttoreSequi emphasized that civil society plays a vital role in advancing human rights.

Target Text Albanian

"NëvijimtëOpinionittëKomisionitEvropiantë vitit 2010 mbiaplikiminpëranëtarësimtëShqipërisë, sic theksohetedhenëStrategjinë e Zgjerimit 2013-2014, janëpesëprioriteteqëShqipëriaduhettëpërmbushëpërhapjen e negociatave. Këtofushakyçepërfshijnë "marrjen e masavepërpërforcimin e mbrojtjessëtëdrejtavetënjeriut, duke përfshirëatotëRomëve, dhepolitikave anti-diskriminuese, sidhezbatimin e tëdrejtëssëpronës". Prioritetetreflektojnëparimetdhevleratthemeloretë BashkimitEvropian, tëcilatvendetaspiranteduhett'izbatojnënëmënyrëaktive. Gjatëprezantimittëprojektevetëreja, ShefiiDelegacionittë BE-sënëTiranë, AmbasadoriEttoreSequitheksoirolin e rëndësishëmqëkashoqëriacivilenëavacimin e tëdrejtavetënjeriut. "

Chart.1

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English terms:	Albanian translated terms:
Priorities	Prioritetet
Accession negotiations	Hapjen e negociatave
Effective measures	Marrjen e masaveefektive
Human rights	Drejtavetënjeriut
Anti-discrimination policies	Politikave anti-diskriminuese
Implement	Implementimi
Property rights	Drejtëssëpronës
Civil society	ShoqëriaCivile
Advancing human Rights	Avancimin në tëdrejtat njerzore

As it is showed in the table above mostly the terms is translated word by word. In this case is needed this type of strategy to preserve the source language features. Even though that word for word translation is not listed as one of the best strategies of translating still remains unique when it come to translate the names of the institutions, the economy, the terminology act's in the end translating the terminology of EU needs not only to preserve the context but even the form and the reason of doing so is to speak the same language in the European Union.

1.2 Translation student'scompetences.

In the chart below I will illustrate the translation student's competence.

Students have worked collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of Legal knowledge. Students develop their investigative, analytical and communication skills through field, research investigations of living systems and through critical evaluation of the development, applications and influences of contemporary legal -terms.

Conclusions

Students of the University "Ismail Qemali" are showing a satisfactory level, which is reflective of a adeguate teaching value of English language. Firstly I need to highlight the linguistic defects, to repair and insurance of lexical - grammatical concepts and communicationfunctions ,including Cultural defenciency which are very important during the teaching procedure.

Such practises has enabled the practice of foreign language areas and conceptual development, which means the development of thinking in the foreign language, in particular the ability to communicate in Law terms, findings, arguments and conclusions using appropriate representations in ORDER TO:

-To classify the Legal concepts obtained and gaps created both now and a long time ago.

-To adapt legal terms by interests and level of their experience I mean linguistic one for English fluency, appropriate to their age,

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-To practise Knowledge, skills and attitudes concerning foreign language and learning process that will continue to be recovered and expanded through time.

This awareness has encouraged students to ask ,to interact and to have achievement in

a)taking on new responsibilities for life and

b) adjusting the individual English speech to personal benefits.

Chart.2

Language-competences(Students' Lack)	Textual-competence (Students' Lack)	Cultural-competence (Students' Lack)
This sub-competence includes the knowledge grammatical systems as well as repertoires, terminologies, syntactic and morphological conventions. a) Students discuss facts, ideas, and experiences having owned a great vocabulary, structures and confessions in diverse tenses in Law language! b) Students are involved freely in specialized conversations to their interest, they display certainty in contemporary knowledge.	That emerges from and is intertwined with the linguistic competence, and represents an ability to define textual features of e.g. Legal or Literary fields. a)Students are able to express confidence in reading aloud and in using and supporting reference material for court Language.They begin to extend their independent reading by using legal terms. b)Students interpret the Law - context language and they try to use the legal meaning, in order to express : *lawyers' protection in court *EU terms for European Status - Convention c) Students express a full understanding of texts involving	Students or even the translators need to be specialists on cultures, because they act as diators between various cultural backgrounds and presuppositions "technical/law texts are often culture-bound too" (Neubert; Schäffner 2000: a)Students express the right meaning in response to orders, questions or short and simple statements directed in the classroom. They reactin do not react good when they lack knowledge of an issue. c) Students are able to speak/ write for factual situation in court but they

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	partially known vocabulary in Legal Terms	lack experience and cultural knowledge!

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TRANSLATION AND ADVERTISING

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Abstract

International advertising is becoming more and more important to brands in the global marketplace. Let's suppose that you are a brand with a wonderful product to launch. You are ambitious, and are aiming to sell it globally. So where do you go from here? Well, translation plays a crucial role in all of this. We can even go so far as to say that it's the answer to the above questions. But it can't be "any old" translation. Advertising translation is a notoriously complex task, with many aspects to consider. More often than not, the advert will have both verbal and non-verbal parts to it. These and others are some of the issues to be considered in this paper.

Key words: *international advertising, translation, verbal aspects, non-verbal aspects.*

Advertising

Advertising is an audio or visual form of marketing communication that employs an openly sponsored, non-personal message to promote or sell a product, service or idea. Sponsors of advertising are typically businesses wishing to promote their products or services. Advertising is differentiated from public relations in that an advertiser pays for and has control over the message.

There are four important steps we should know when we try to translate an advertisement.

1.It is important to understand the aim of the advertisement.

2. To ensure the message is creatively adapted, communicates effectively and stays on brand.

3. Conveying the source message in a powerful and culturally acceptable way, wherever and however it appears in the world ,should be the ultimate goal of all marketing translations.

4. The only way to deliver high quality results is to have a deep and comprehensive understanding of the target audience.

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Some special features used when we translate an advertisement are :

- Humour
- Metaphors, puns, idioms
- Imagery and Colors
- Cultural Blunders
- Brand names

In this project, I would like to examine one of the most difficult types of translation, namely the translation of advertising texts. Why one of the most difficult? Because it is not enough to master the source language for translating an advertising. The translator must be able to think creatively, and it is not so easy to learn. In addition, the purpose of the advertising translation is not just to transfer the meaning of words, but also to attract potential customers. So what is the best strategy for translating advertising texts? It is hard to give a definite answer, but it should be noted that the literal translation is rarely used, because it is not the form, but the imagery that counts in advertising. Unfortunately, bad translations are still quite frequent, but in fact, the success of a company largely depends on advertising.

As of the translation of advertising texts themselves, it is not an easy task as well. However, here, at least, you can pick out some characteristics of advertising:

•use of numerous verbs in the imperative mood (buy, see, taste, try, enjoy, feel, discover);

•a large number of emotive adjectives and adverbs (best, fantastic, super, hyper, fabulous);

•appeal to the buyer;

•use of various stylistic techniques, such as metaphors, similes, adjective, rhyme, etc.

The Role of Translation in International Advertising

International advertising is becoming more and more important to brands in the global marketplace. Let's suppose that you are a brand with a wonderful product to launch. You are ambitious, and are aiming to sell it globally. So where do you go from here?

How does your brand stay true to itself, despite the journey from one language and culture, to another? Or several languages and cultures? How do you make this transition hassle-free? And finally – how does your product become successful across many different countries? (this, after all, is your ultimate goal – whatever it may be that gets you there).

Well, translation plays a crucial role in all of this. We can even go so far as to say that it's the answer to the above questions. But it can't be "any old" translation. Advertising translation is a notoriously complex task, with many aspects to consider. More often than not, the advert will have both verbal and non-verbal parts to it. Translating a strapline is hard enough (more on that later!), let alone when this has to work with images and audio, for example!

Read on to find out the kind of challenges advertising translation poses, and learn about some of the recommended best practices that can be used to make sure your advertising campaign is a success, wherever you want it to be.

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The Nature of Advertisements

The close relationship between the verbal and non-verbal components of adverts cannot be ignored when it comes to translation. Verbal elements include the brand name, payoff, slogan, body copy, etc. whereas non-verbal comprises the audio, or visual, parts. These work together to get the message across, and combined they make up the creative concept behind the advert.
A clear example of these two vital components can be seen in the anti-smoking campaign ad shown below, where the visual reference – a cigarette becoming the shadow of a gun in the background – reinforces the famous slogan "Smoking kills".

An example of advertise that it is presented in Albania is the Italian coffe
AMA CAFFE

As we see commercial of Amacaffe in Albania it is preserved the same as in Italy.

The new slogan of the company of Vodafone

This will be the new slogan of Vodafone that will be presented in 35 states all over the world. The first part it will change according to different languages of countries.

Vodafone Ready:
E ardhmja është
emocionuese. Ready!
The future is exciting.
Ready?

In the commercial of KitKat the translator has addapted the meaning of the slogan in the target language.

Have a break, have a KitKat.Bej nje pushim, shijo nje KitKat.

Conclusion

1. We should know the aim of the advertisement.

2. The advertisement should preserve the same effect as in the Source Language.

3. The translator should have good knowledge of both languages and he should know the culture of the TL.

To transfer an advertisement from one language (and culture) to another, possible answers would be to translate, adapt, and create.

As has been observed some texts in the voice over readily lend themselves to translation while some were deleted or translated contrary to what was expected. The Albanian version was the result of advertising constraints: ¨the demands of

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brevity, the relationship between text and pictures, the semantics, the implication of the phrases, and the effects of style and the task to retain and disseminate the over-all message of the advertisement to Albanian language and cultural context without losing the original message of the ad campaign.

This exercise has proven that advertisement constitutes an important pedagogical instrument in preparatory translation training It allows the learner to delve more profoundly on what the ad was trying to communicate and to compare the English and Albanian versions instead of just merely viewing them as a disinterested bystander who is anxious to see the continuation of the program he or she is watching.

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THE 21st CENTURY SKILLS AS A KEY TO SUCCESS

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Abstract

Nowadays everyone around us from doctors,economists,business people to teachers and parents are all asking the same question: What skills will our children need to succeed? Apart from reading,writing and arithmetic that are known as traditional skills,children must develop also social and creative skills known as The 4 Cs of the 21st century (critical thinking,creativity,collaboration and communication). They are gaining prominence in every field around the world.

The purpose of this paper is to empower the impact of the 21st century skills considered not only in school but beyond it-in being capable to build careers and be effective citizens.

The methodology used in this paper is based on the use of literature as the main instrument.

The results of this paper underline the fact that we,as educators should encourage students to succeed in life and to prepare them for the challenges of the future.The problems before us can not be solved using the same methods we have used in the past.They require individuals that are creative,passionate and innovative that can do stuff.

Key words: *The 4 Cs, 21st century skills,effective citizens,critical thinking,creativity.*

Introduction

In the last few decades the world has dramatically changed including education,the way we teach and learn.The school should have in focus the contribution to society and education experts more and more are putting emphasise on the need to improve the 21st century skills. Without these skills our children will not be able to succeed in the global economy.These 21st century skills include four areas for development:

1) Critical thinking (logical thinking and reasoning)

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2) Collaboration (two or more people working together for a common goal)
3) Creativity (ability to produce new and unique ideas)
4) Communication (expressing thoughts clearly).

In order to meet challenges and opportunities of today`s world, we must integrate in our classrooms these skills with one another. And the best way to help our students master these skills is to change the way we teach and learn. Technology is the perfect tool to facilitate this process and this is done through creativity and constructing with technology. But the 21st century classrooms are not about technology, they are about learning. The student stands in the centre of the process and this has changed also the teacher´s role to that of a coach,a mentor.

Methodology

The methodology I used in this research is empirical based on qualitative collection of data.This method is chosen also because of the nature of this work.

Critical thinking

Critical thinking is considered the ability to think clearly and rationally. As Albert Einstein said : ´´Education is not the learning of facts but training the mind to think´´. Thinking critically does not mean to criticize, somebody. It means reading through lines and view things with a different eye, analysing objectively and evaluating in order to give a judgement. Thinking critically helps students understand the logical connection of ideas and thus solve problems. In the 1950s, Benjamin Bloom identified a set of thinking skills and called them ´´the thinking triangle´´ which in fact was a classification of the thinking process.

We help students build critical thinking by asking them the right types of questions. By thinking in this way they will be able to solve problems and this will lead to the promotion of citizens capable of making good decisions on important economic and social issues. As human beings,we are not doomed to reach conclusions and make decisions. Our primary tool in making better judgements is critical thinking. (Brooke Noel Moore, Richard Parker, Critical Thinking, p.26).

Collaboration

More and more, it has become clear that collaboration is not only important but necessary for both students and employees. Collaborating with others means demonstrating ability to work effectively and respectfully with diverse teams. Solutions can not be found alone. With climate change, resource scarcity, social imbalances and the crisis of financial systems we are realizing that our future depends on action based on human capacity to become more resilient, adapt,learn,recreate, invent, innovate, and yes-co-create better. (Petra Kuenkel, The Art of leading collectively, p.50).

Collaboration works best when team members share values and vision,develop a

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team spirit and learn to work well with each other. (Eclipse Research Consultants, Effective Teamwork, p.15). The focus of collaboration is on individual performance. Members work together and share information to make decisions.

Creativity

Creativity is closely related to critical thinking. The teacher plays an important role in motivating students to be creative. The way the world is changing needs citizens that are capable of creating and solve problems for global challenges. The ability to think and then produce are proceses included in being creative. Having valuable, original ideas and being able to think outside the box also define creativity. In reality, it ows more to sheer hard work and tenacity; working through many iterations before the solution is reached. (Shelli Wallsh, What is Creativity, p.7). If we want our students to be creative we should involve them in the process of learning by giving them choice and opportunities to express themselves. We,as educators should tell our students not to fear being wrong because it is not possible to have creativity if they fear their ideas. By being creative we mean checking things that already exist and combining them to promote something new.

Communication

In order to improve our teamwork, problem solving and clearly convey a message, we need to communicate effectively. This means not only exchanging information but also hearing and understanding the other person. Schools aim to provide students with a variety of competences which have interaction as a basis. It can be claimed that good information and effective communication might help to enable communities and civil society to engage with educational issues at the school level and empower people to make decisions and and develop ownership of educational processes. (Frances Hunt, Communication in Education,p.4). Teachers should try to give students freedom or control over their own learning by allowing them to make choice. By doing so, they will be more willing to communicateand collaborate because we know that face –to-face communication means also collaborationnand it is the most complete, most powerful form of conversation. (Shirley Taylor, Success Strategies to Superchange Your Communication Skills, p.17).

Examples of using the 4C-s in our classroom

Critical thinking

- How is the previos lesson related to today´s lesson?
- Do you agree with the author´s attitude toward the topic?
- Use Internet resources to communicate original ideas.
- Use the Venn graphic to explain the differences and commonalities of the topic.

Collaboration

- Work in groups/pairs/teams for a specific topic.

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- Work in teams of four and find information on the internet related to the topic. Then discuss.
- Students work in groups for a project entitled ´´Endangered species´´. They find information, share it with each other and compare it with what they already know about the topic.

Creativity

- Ask students ´´What if ´´type questions.
- Give students a story and ask them to write a different ending.
- Give students a story and ask to draw and paint it.
- In groups they decide on a social or environmental topic and compose a poem.

Communication

- Compare the pictures.
- Discuss why the Internet is important nowadays.
- Read a poem and discuss the message it conveys.
- Conduct an interview and report it to the class.

Conclusions

In order to prepare students for the future and not for the past, we should consider as a priority the super skills of the 21st century presented as the 4Cs of critical thinking, collaboration,creativity and communication.We awnt our students to be productive, creative,to solve problems,to collaborate not only at school but most importantly, later in their life. And educators know that these are the basis of effective teaching. It is also very important to know the difference between knowledge and skill. There is a lack of skills in students after they graduate. We should help students how to use and put in practice the information they learn. With the help of technology, providing students with classroom devices and the right activities, they will be more involved in learning and therefore succeed for the future.

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TEACHING CONVERSATIONAL LANGUAGE - BECOMING CONVERSATIONAL

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Abstract

Communication is a social process. The most important part of communication is language. It is the tool that connects many people but at the same time can be a barrier in communication for several other people.

Normally, we learn and use the official language, the one we learned at school, we watched on TV, read in books etc. Generally speaking, most English learners feel that they need more conversational practice. In fact, over the years I've noticed that the number one requested skill by students is conversational ability. Grammar, writing and other skills are all very important, but, for most students, conversation is the most important. As English teachers, it's our job to help students improve their conversational skills.

Being conversational is a matter of being comfortable in your foreign language and not needing to search for words or hesitate when speaking but unconsciously using the language without thinking. To speak well, we eventually need to speak a lot.

Teaching conversational skills can be challenging as not only English skills are required. If you've ever taught a foreign language, you're probably no stranger to this situation and to the difficulties of conversations. Reading, listening, and studying vocabulary and grammar is one thing, but when it comes time to actually speak, it is a whole new ball game.

Keywords: *conversational language, teaching, learning, foreign language*

I. Introduction

Generally speaking, most English learners feel that they need more conversation practice. In fact, over the years I've noticed that the number one requested skill by students is conversational ability. Grammar, writing and other skills are all very

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important, but, for most students, conversation is the most important. Unfortunately, teaching conversational skills is much more challenging than teaching grammar as the focus is not on accuracy, but on production.

Teaching conversational English may seem like an easy endeavor. You simply give your ESL students a topic and let them talk, right?

Conversational English lessons are absolutely essential. Conversational English lessons can give students a powerful voice with new skills to match. It promotes a slew of student confidence, because your students will actually be holding a conversation with you or a peer. Having more speaking confidence will encourage students to speak up during any other lesson or activity, which is always a big goal for language teachers.

Being conversational is a matter of being comfortable in your foreign language and not needing to search for words or hesitate when speaking. It's about not letting your insecurity get in the way of your skills. It means focusing on the practical words, phrases and skills that are useful in the majority of interactions.

Tips for successful conversation classes

Many adult learners enroll in conversation classes to improve their speaking skills. However, student numbers often drop as the course progresses. This can be due to several reasons:

- Students are not interested in the topics.
- Students don't feel they are learning anything new.
- Students don't feel they are actually improving their speaking skills.
- Students want more traditional grammar-structured classes.
- Students feel they are learning new language rather than practicing speaking.
- Classes lack variety (just question and answer discussions).

The followings are some tips on how to promote conversational language and keep students focused on this.

STEP 1: Get to know your learners

A WIN analysis is a simple tool which can help you discover essential information about your learners.
W: What do they want to talk about?
I: What are their interests?
N: What do they need to talk about?

Tip: Ask the learners to write down their answers to the WIN analysis questions before you discuss topics with the whole class.

STEP 2: Work together to choose interesting and relevant topics.

This can be done in different ways:
Ask learners
Find a list of topics
Each learner chooses a topic
Learners choose their top 3 topics from a list etc

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Tip: Use the information from the WIN analysis

STEP 3: Focus on language used in conversations, not just topic-related vocabulary

Many conversation classes are designed to teach vocabulary related to a specific topic. This is a mistake because we need more than specific vocabulary to discuss a topic.

STEP 4: Select purposeful and authentic tasks to follow discussions

Without having a clear, purposeful and authentic task in our conversation classes, our learners will feel as if they are just having a chat about a topic with no identifiable outcome.
Here are some of the tasks:

- Ranking items in order of importance
- Negotiating
- Designing and delivering presentations
- Reaching agreements about a plan or a decision
- Solving a problem
- Persuading others
- Role-plays and case studies
- Puzzle-solving
- Critical thinking tasks
- Summary tasks etc

STEP 5: Find engaging materials and resources to introduce topics
Materials can be various like:

- discussion of a picture or an image
- short video or audio recording
- controversial statement
- short text
- short presentation
- anecdote or story
-

STEP 6: Raise learner awareness of language used in conversations

It's a good idea to have a discussion about the objectives and outcomes of conversation classes. This can really help them identify what language and skills they need to acquire to become better conversationalists in English. Finally, when your learners are more aware of what they need to improve you should consider finding a way to measure progress.
Some of these ways are mentioned below:

- Participation
- Fluency
- Range and accuracy (grammar)
- Range and accuracy (vocabulary)
- Pronunciation issues
- Communicative functions used
- Communicative strategies used
- Task completion
- Error correction
- Examples of good language
- Action points
-

STEP 7: Agree on a Conversation Class Code of Conduct

I would recommend creating a conversation class code of conduct. You could include rules such as:

- Do not use aggressive language

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- Don't interrupt rudely when other learners are speaking
- Respect the opinions of other members of the class
- Sexist, homophobic or racist language will not be tolerated
- All learners should be given the opportunity to share their ideas
- Correction should be sensitive

STEP 8: Create a Conversation Class Lesson Plan Template

Preparation
- Choose topic
- Choose suitable materials to introduce topic
- Identify communicative functions for lesson (agreeing, disagreeing, sharing experiences, persuading)
- Task:

Discussion
Feedback:
- Congratulate learners on successful performance of the task.
- Review any errors, identify any interesting language used by learners in class, fill in any gaps

STEP 9: Get feedback from learners

- Here are some sample questions:
- Did you enjoy the class? Why? Why not?
- What did you practice in the class?
- What new language did you learn?
- What would you like to practice in the next class?
- Was there anything you didn't enjoy about the class?
-

STEP 10: Encourage Learner Autonomy

After a while, your learners will:
- choose the topics
- present new language
- provide feedback on each other's performance
- share useful resources and materials.

However, keeping in mind such strategies as preteaching vocabulary, establishing small groups, and teaching conversational strategies, there is plenty to teach and do in the conversation class!

Discussions
Role Play
Simulations
Information Gap
Brainstorming
Storytelling
Interviews
Story Completion
Reporting
Playing Cards
Picture Narrating
Picture Describing
Find the Difference

Conclusion

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in

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every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

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TASK-BASED ASSESSMENT IN EFL CLASSROOMS IN ALBANIAN EDUCATIONAL SYSTEM

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Abstract

Task-based assessment is an issue that has been discussed and debated by educators, researchers, parents, and students over the last century, because task-based assessment is important in the process of learning and teaching a foreign language. It evokes and enriches critical thinking, it has lifelong learning effects, creates active learning etc. This paper aims at finding out which is the dominant type of task- based assessment used in the Albanian educational system and if it is written or spoken. Also the present study aims to see if learners have too many task-based assessments to deal with and if task-based assessments provide enough feedback for teachers. The sample is composed by 60 students and 5 teachers. They will be chosen randomly and the data will be collected through quantitative and qualitative research. This paper came at the conclusion that task-based assessment is widely used in the Albanian educational system and textbook written tasks are the most used. Understanding these important issues helps both teachers and learners become aware of the negative effects that written forms of tasks or the excessive amount that homework has. And at the same time this will give an insight into how to make changes to improve this situation. Task-based assessment is and will be a useful tool in assessing students and giving to them the right motivation and feedback, because these are two key factors in learning and teaching process, which are as difficult as beautiful.

Key words: *Task-based assessment; types of TBA; critical thinking; active learning; EFL classrooms in Albania, learner's attitude , dominant type of TBA overloaded learners; feedback*

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Introduction

Task-based assessment is used by teachers in assessing students, it is defined by Brindley, as "the process of evaluating, in relation to a set of explicitly stated criteria, the quality of the communicative performances elicited from learners as part of goal-directed, meaning-focused language use, requiring the integration of skills and knowledge." According to Ellis, task-based assessment (TBA) refers to "assessment that utilizes tasks involving either real-world behaviour or kinds of language processing found in real-world activities." Tasks involving these real-world actions seem to be more easily accomplished in contexts where the language is learned as a second language or in specific-purpose curricula. Task-based assessment can beeithersystem-referenced or performance-referenced. But McNamara argues that an ideal communicative test needs to be both system-referenced and performance-referenced. Task based assessment (TBA) is important because its main aim is to make learners put in use what they have studied in a second foreign language. Task-based assessment are used based on the level of the learners, they are means that provide feedback for teachers. There are a lot of task-based assessments and one of the goals of this paper is to find out which is the dominant task based assessment used in the Albanian educational system.
Task-based assessments should also be well developed according to the learners' goals and expectations in order to make learners feel enough motivated. TBA is mostly about establishing responsibility and making learners learn a way of studying that will bring benefits to them. That includes teaching them to follow directions, learning how to be accountable for keeping homework safe and completing it. Although homework in the very early elementary years is generally not tied to achievement, most children in the first, second, and third grades are assigned work to do at home[4]. These tasks are the introduction to years of work at home, which in the middle school and high school are linked to achievement [4].Homework is stressful to children and takes them away from leisure activities [5]. In contrast, others see activities teaching young elementary students as good habits that help them as they enter middle school and high school [6]. Being or no too much for learners, task-based assessments are a way of providing feedback to teachers about students' performance. According to Gill &Schlossman task-based assessment is an important tool because through it families get to know with their children' performances at school. In addition to being a window from the classroom to parents, task-based assessment is also an activity impacted by parents. For example, a parent's attitude towards homework predicts their child's attitude [8]. In this way and others, parents do affect their child's success at homework assignments.

Task-based assessment, apart from being an indicator that helps parents see the progress of their children it provides information about the students' knowledge,

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responsibility and of course, their progress in school as mentioned above. This information is not only for parents but it also serves as a tool for measuring teachers' work and gets students' feedback. Since Albania is a country which is being developed rapidly, even the educational system is part of the changes, which means that a lot of things have changed, education in Albania has improved but there are of course a lot of other things to be done, such as: creating the needed conditions in order to help both teachers and students having a perfect lesson hour, like it happens elsewhere in the world. The lack of school infrastructure limits the type of TBA used in our educational system.

Materials and methods

The students that will be taken as the sample of the research will be two classes of fourth and sixth grades, so 60 pupils, at a non-private school in the district of Vlora. And there will also be 5teachers' interviews and they will be askedabout what do they think of task-based assessment, how do they design it, do they think students are overloaded with tasks, which is the dominant task used in Albanian educational system, do they think that TBA provides enough feedback for both teachers and students, and other questions that will serve and help me in my study. The sample will be chosen randomly and they will share the same characteristics with the population of interest, so the research can opt for representativeness. In order to collect the data that is considered relevant for this research, a survey will be conducted and teachers' interviews will be taken.

Results

The questionnaire was given to 60 pupils in a non-private school and all the questionnaires were completed by them. The person who conducted the survey, in order not to distort data didn't influence the sample and didn't speak about his own point of view.

The sample was composed by two classes, in which one of them had 28 pupils, 15 girls and 13 boys. While in the other class there were 32 pupils, 17 of them were girls and 15 were boys. The first question that they were asked was if the tasks that they have to do are based mainly on their textbooks and the answers that they gave are:

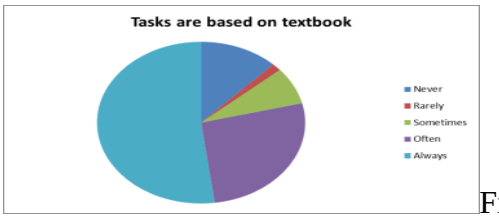

Fig. 1

Based on their answers we can say that tasks are often or always based on textbook, but there are even cases in which the teacher brings tasks in the classroom. And we are going to see this in the second question in which pupils were asked if their teachers brought in the classroom different tasks that are not based only on the textbook. The answers they gave are presented in the pie below:

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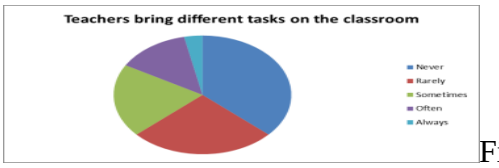

Fig. 2

As we can see from the responses given teachers sometimes rarely and even never bring tasks in the class which means that they are limited only on those tasks that are provided by the textbook. Despite of textbooks being well-structured and covering the four skills, is the teachers who knows his/her students' needs and goals that means that the teachers should not only be limited on the textbook.

The other question was about asking students if they take the right feedback in all those tasks that are assessed by the teachers and the answers they gave were:

Fig. 3

Form the pie above we can see that the majority of the students take feedback for every task they are assessed by the teachers. The next question was if they understand the feedback they take on their tasks. From the responses they gave we can say that the majority of them do understand the feedback and they try to improve on the next tasks. The responses given by the pupils are presented in the pie below:

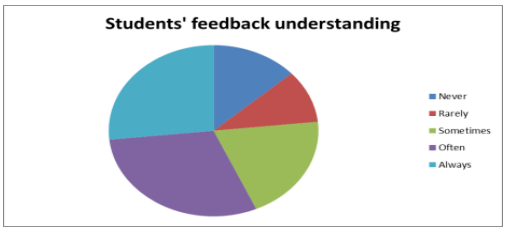

Fig. 4

Another question that they were asked to answer was about the kind of tasks that they have to do, were those tasks mostly in the written form or they were performance-based. The responses they gave were:

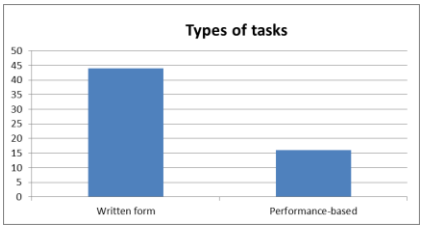

Fig. 5

Based on the chart above we can say tasks, which of course as we already said do provide feedback, are mostly written -forms rather than performance-based. The reasons why may be of different kinds, one of them may be that teachers do not have the needed equipment, or they do lack motivation, or may be are the students who don't collaborate in such open tasks because they are too shy etc. we can continue to give reasons but the point is that students are asked to work mostly on written-form tasks.

The other question in the survey was about students like the tasks that they have to do in class and home as well. The answers they gave are presented in the chart below:

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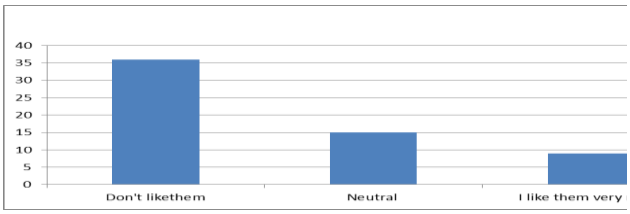

Fig. 6

From these data collected we can say that 36 students don't like tasks whereas the 15 of them are neutral and the 9 students left like tasks very much. All in all, we can easily see that homework is not very liked and welcomed by students.

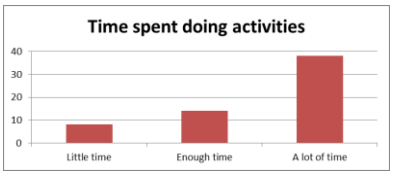

Fig. 7

The answers obtained by this question show that pupils spent a lot of time doing homework and this is a good indicator that they are feeling tired from all these extra activities that at their age may be easily replaced with other types of activities.

One of the aims of this research is to provide an answer to the problem that has to do with the homework overload that students have in school and have to do at home as well. And a straightforward question was asked to students and the answers they gave supported our hypothesis. The answers are presented with a pie chart, which shows that students think that they have too much homework to do, the results are:

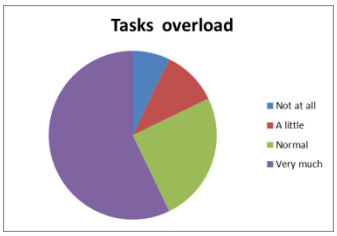

Fig. 8

If we from the chart below saw that students have a lot of homework to do, the next question that we asked them was if they have time for their leisure activities. The answers they gave showed again that they don't have time for their leisure activities because of the homework overload.

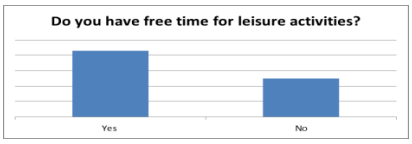

Fig. 9

Apart from homework overload pupils have to face even another problem, which has to do with the fact that homework is also difficult. So along with the amount we have to take in consideration that the homework given may be too difficult or too boring. The results obtained show that students do face problems in handling tasks.

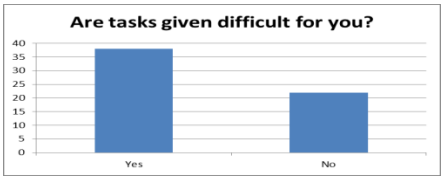

Fig. 10

The next question shows that students are not able to solve tasks and homework and for this reason they ask for help. If they are not able to solve homework by themselves

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this means that these activities are too difficult for them. The fact that they ask for help to the adults might show another negative characteristic of it, because homework doesn't only cause stress to the child but even to those who surround him.

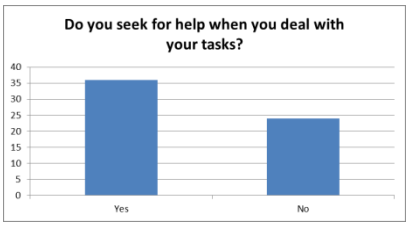

Fig. 11

Students were also asked if homework helps them in doing well at school and the answers obtained say that they do not believe this. So these students think that homework will not help them to progress in school. Maybe the reason they think in this way depends on how difficult the homework is and how much time do they spend in doing it.

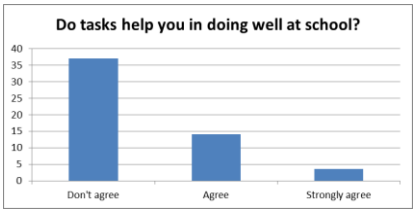

Fig. 12

Another question of the survey was about the fact that most of the students don't know how to solve homework, so they have problems and this may prove the answers presented in the chart above. And in order to see if what we claim is true or not let's focus on the responses that the students gave. The answers are presented in the chart below.

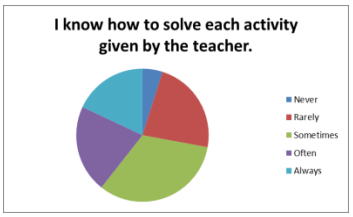

Fig. 13

The last question obtains information about how pupils feel toward homework. The answers they gave showed that most of them are always worried about homework. This is not a good thing because this makes them feel stressful and under pressure. And all these negative effects influence their performance as well as their self-esteem. The results of this question are:

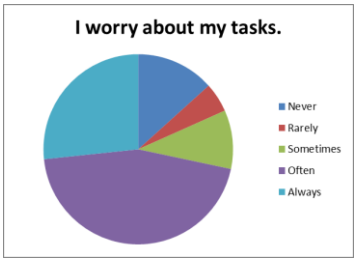

Fig. 14

Teachers' interviews

There will also be 5 teachers interviewed, in order to see things from two different points of view that are: students' points of view and teachers' ones. Teachers were asked about what they think about task-based assessment. 4 out of 5 teachers said that task-based assessment is a good tool of assessing students because assessing students through tasks is very useful in helping students put in use what they have already learned and getting to know in this way with students' preparations, strengths and weaknesses.

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Another question that teachers were asked was about how do they design task-based assessment and they said that they try to find the most useful activities that will enhance critical thinking and will evaluate students from different aspects. They also pointed out that the tasks chose are authentic and in this way students are exposed to a language that is used in a real context. They also claimed that the tasks selected for students' assessment are motivating and students do enjoy those activities.

The next question had to do with the dominant task used in assessing students. 3 out of 5 teachers claimed that they do a careful selection of the tasks because they can find a lot of activities but which are not feasible. So, they try to find those tasks that can be done in our classrooms, based on what schools offer. And that's why tasks are mainly textbooks based, said the teachers. They pointed out that is difficult bringing tasks in classroom because schools do not have the needed equipment that will facilitate their job. The other two teachers said that they can bring different tasks for their students, but they need a computer and in this way they can't deal with those activities because there aren't enough computers for all students, which mean that students end up working with tasks that are found on the textbook. All in all, based on our data collected we can say that teachers and students share the same opinion that tasks are textbook-based and mainly written ones.

Another question that was directed to the teachers had to do with feedback. Teachers all claimed that TBA is a tool which provides enough feedback and help them improving their work. They also claimed that they try to give feedback for each task students deal with because in this way they will improve students' habits of learning. At the same time they pointed out that they are clear in giving the right feedback because only in this way students will understand their mistakes and they won't repeat them again, that's why all teachers opt for a clear feedback' understanding.

The next question dealt with the students' overload with tasks. Teachers were asked about their students' overload. 3 out of 5 teachers claimed that students are overloaded with homework but this isn't something bad. Because through all the tasks that are given to them, teachers require to make students learn things better and to be more skilful in what they are learning. While the other two teachers pointed out, that students are not overloaded with activities. They deal just with the needed material at a right amount otherwise they will not be able to learn things as they should.

These were the questions asked to the teachers and through these questions this study came at the conclusion that teachers try to do their best and to facilitate students' work. Although every teacher has its own way of teaching they all share the same interest that is students' progress. They try to bring the right tasks and activities that will enable students assessment based on their knowledge and preparations. All teachers said that they try to make the lesson

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hours more interesting and to motivate their students by making a careful selection of the activities. They claimed that in this way they give possibility to their students to work hard but at the same time to enjoy the time spent on doing tasks. They pointed out that TBA and feedback are very important and they give both teachers and students the possibility to measure the work they have done and the work they have to do in order to have a successful teaching and learning process. Because through the feedback they both get form TBA, they can measure and design a plan of achieving the goals and objectives they want to achieve.

Conclusion

Task-based assessment is, as already stated above, an important tool helping both teachers and students in the process of teaching and learning a foreign language. Students pointed outthose tasks are important because through their practice students understand things better. The same thing was stated even by teachers. But if we speak about the nature of TBA, more exactly about the tasks provided most of the students claimed that they were textbook based. While teachers on the other said that they try to do their best in making the lesson hour more interesting by bringing in the classroom different activities but this can’t be done every hour because it is not feasible for them. According to Black,teachers should bear in mind that assessment depends not only on learning tasks and the following feedback, but “on the broader context about the motivation and the self-perceptions of students. Whereas Irons stated that teachers should focus more on informal assessment because it leads to “intrinsic motivation” which, in turn, encourages students to be more engaged in learning and assists them to “understand their subject”.

Another thing about which teachers were asked was the feedback that TBA provides for them. Feedback refers to the return to the input of a part of output system, or process [11].Teachers claimed that they try to give feedback for each task students have to deal with the same thing was said even by students. They also spoke about feedback understanding; most of the students said that they do understand the feedback given and they try to improve on their next tasks. Carlson claimed that feedback in general is the amount of authoritative information that students get to strengthen or adjust responses to learning and guiding them more proficiently in attaining the objectives of the course, whereas Schutz and Weinstein define feedback as a process of collecting information about students' performance, their familiarity with the type of assessment method, and their background knowledge.In a more general view, feedback is seen as an important part of the teaching and learning process[13]. It also can have a positive effect on students’ learning.[14-15-16].

Students stated that they don’t like very much tasks and activities that they have to deal with they think that they are too much overloaded with them, not only during their classes but even when they go home they have to stay hours working with tasks having so no free time to do other activities that they would like to do. When asked

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about this, teachers said that they do accept the fact that they students have to deal with but it is beneficial for them because only in this way students will be able to acquire a foreign language without having any difficulty. There was even another opinion for ex teacher 2 and 4 claimed that their students were not overloaded with homework, they had to deal with the right amount of activities that will for sure help them in the process of learning a foreign language. These contradictory opinions between students and teachers but even among teachers as well, help us see that the each teacher has its own way of teaching but they should facilitate students work and make them speak more and write less. Students said that also that there are cases when they do need to seek for help when they have difficult tasks to deal with. Based on my experience as a learner of a foreign language I want to say that teachers should find tasks which are neither too simple nor too difficult because by doing this they will engage more their students and at the same time they will not affect students' self-esteem.

This paper came at the conclusion that task-based assessment is widely used in the Albanian educational system and textbook written tasks is the most used. Understanding these important issues helps both teachers and learners become aware of the negative effects that written forms of tasks or the excessive amount of homework has. And at the same time this will give insight into how to make changes to improve this situation. Task-based assessment is and will be a useful tool in assessing students and giving to them the right motivation and feedback, because these are two key factors in the learning and teaching process, which is difficultand beautiful at the same time.

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ANALYSIS OF COMMON ENGLISH PRONUNCIATION MISTAKES OF ALBANIAN STUDENTS

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Abstract

In order to be skillful in using a particular foreign language, a learner should learn the basic skills of that language and follow the rules that make up the language. Sometimes following the rules is not enough especially when there are so many exceptions to the rules and this is the case of English language.

The major assumption students all over the word make whenever it comes to learn a foreign language is to learn it for communication. As the global character of English language is becoming stronger every day, memorizing and acquiring the right vocabulary and knowing the right context when to use it is not enough. Correct pronunciation is important too and this is exactly what my thesis deals with. To be more concise it deals with the various factors that influence Albanian students' mispronunciation of particular English words and not only. Pronunciation, despite being an obviously important component of speech and advanced communication, seems to enjoy little or no room in the policy and practice in Albania which I think is one of the reasons that cause students to mispronounce English language as I feel as there are not enough pronunciation activities handled within English classes. According to my own observations of English classes at 6th, 7th and 8th grade at "Muco Delo" school, pronunciation errors of students seem to be systematic rather than random which makes me wonder about the potential factors that lead to these pronunciation errors.

Key words: *Pronunciation, stress, intonation, mother tongue interference, American and British English, intelligibility, comprehensibility, accent, communicative competence*

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Introduction

It is important to understand that pronunciation is not an extra feature of a foreign language and it is not optional either. It has the same importance as grammar, vocabulary, listening, reading and other skills. Whenever you ask somebody "why are you learning this language?" the most probable answer to be given is that he/she is learning it for communicative purposes which makes me think that if the learner's general aim is to learn to talk to others properly in that particular language than a good pronunciation is important too. Obviously the spoken language has a major importance as the way something is said is more important than what it is said and the way something is said must include along with other things such as pronunciation. It makes me think that the skill of speaking is maybe the first thing to be noticed in a person and when someone says to you "you speak a good English", chances are that that person is complimenting you about your pronunciation.

I see the integration of pronunciation activities in English classes as a necessity as together with other activities such as vocabulary or listening ones will make students feel more confident in the mastering of English language. Of course that while learning the pronunciation of a foreign language students may face a lot of difficulties that have to do mainly with the phonetic system of that language as it may contrast with the phonetic system of their mother tongue. Such problems are continuously faced by Albanian students of English too.

As demonstrated by previous studies such problems have to do with many differences between the phonetic systems of these languages. Albanian language has a one to one correspondence between the letters of the alphabet and the sounds. This contrasts with the English language which does not have this characteristic because it contains more sounds than the letters of thealphabet. This causes problems in Albanian students of English as they struggle to learn by heart the pronunciation of English words. It is exactly such kind of problems that this thesis takes into consideration by identifying common pronunciation errors and analyzing them closely in order to provide conclusions.

One of the assumptions made related to foreign language learning is that it should start as early an age as possible. In this regard Albanian students start learning English since the third grade and they get many contact hours with English language at their pre-university education which according to Cummins (1979) this time is sufficient to attain proficiency in language. However, studies undertaken show that these students find it difficult to exchange a few words in English even after being taught for ten years. It seems as the policy of starting English as earlier an age as possible is not resulting in good effects as students are not able to provide good quality of English language in such a young age and of course they can not be productive in speech when it comes to real life context. It is

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widely known that successful oral communication requires intelligible pronunciation.

In the context of foreign language learning in Albania, pronunciation seems to be a neglected area. It is usually correlated with listening or speaking activities but as I have stated previously, in my observations I couldn't identify any explicit activity related to pronunciation. Krieger (2005) states that learning a foreign language, itself poses some difficulties since one mother's tongue frequently intervenes in both speech production and perception. For example, Albanian the mother tongue, and English the target language differ from each-other in many aspects such as sounds and orthography. In this regard, an Albanian learner may struggle with these inconsistencies between the sounds and spelling of words where sounds and letters get added or omitted. This is a problematic issue one has to be aware of when learning a foreign/second language.

Research questions

- Do Albanian students have problems with English pronunciation and if so which are the factors that cause them?
- Is the mother tongue interference the major factor that causes problems with English pronunciation?
- Is students' mispronunciation likely to distort meaning or to cause unintelligibility?

Hypothesis 1: Albanian students have problems with English language pronunciation.

Hypothesis 2: The mother tongue interference is the major factor that causes problems with English pronunciation.

AIM

The aim of this thesis is to give possible answers to the questions such as: "Do Albanian students have problems with pronunciation?" or "Is mother tongue interference the major factor that causes such problems?" Another question raised during this study has to do with whether students' mispronunciation is likely to distort meaning or to cause unintelligibility. In addition to answering such questions this master thesis aims at identifying common pronunciation errors of Albanian students and the analysis of the factors that lead to such errors.

Material

The primary material in this study consists of two questionnaires (one designed for English teachers and the other one for Albanian students of English). These questionnaires contain different questions based on students and teachers' experience in relation to pronunciation activities. I have used as material two worksheets containing small tasks for students such as pronouncing sets of words, transcribing words or finding the difference in meaning between two words which seem as they are pronounced the same. The sample for this research consists of eight English teachers and 30 students of 7th, 8th and 9th grade.

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Method

The main method is analytic, collecting and examining the results of this study through the questionnaires and classifying the results according to the theoretical framework in order to derive my own conclusions.

Case study

The present study aims at finding out answers to the following research questions:

- Do Albanian students have problems with English pronunciation and if so which are the factors that cause them?
- Is the mother tongue interference the major factor that causes problems with English pronunciation?
- Is students' mispronunciation likely to distort meaning or to cause unintelligibility?
- Is pronunciation neglected during English classes?

The data for this research was collected from 30 students at "Muco Delo" school and eight English teachers. The students were in the 7th, 8th and 9th grade. The primary research instrument for this study consists of two questionnaires. One of them was compiled for the English teachers and the other for Albanian students of English language.

In order to find out the factors behind students mistakes with English pronunciation, to the same students was given a worksheet with small tasks for students to complete. A part of them was even recorded. Of course, I could not be able to compile the research instruments without before observing English classes given to the students that were part of my study. After a time of observation I was able to identify some common mistakes these students make and the status that pronunciation activities occupy during English classes.

4.1 Presentation and interpretation of teachers' response

The table below shows the general profile of English teachers that filled out the questionnaire. As I stated previously there were eight teachers that took part in this study. Between them were also two American teachers that give classes to Albanian students.

Teacher questionnaire consists of nine questions and is divided in two parts in relation to the research questions. The first part has to do with teachers' response toward Albanian students difficulties in English pronunciation and the second part shows teachers' attitude toward the importance of pronunciation activities in Albanian English classes. The results of their responses are shown in the table.

Table 4.1.1 General profile of teacher participants

Participants general information		
Age	Below 35	35 onwards
	3	5
Gender	Female	Male

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	6	2
Nationality	Albanian	American
	6	2

Table 4.1.2 Teachers' response to students' difficulty in pronunciation

No	Statement	Findings				
		Agree		I don't know	Disagree	
		SA	Agree		SD	Disagree
1	I think students have serious problems with pronunciation	1	5	0	0	2
2	Students have problems with pronunciation because it does not receive much attention in the syllabus	2	2	2	0	2
3	Students' mother tongue interferes in English pronunciation	1	4	0	1	2
4	Students have difficulties since English sounds and spelling are different from Albanian ones	3	2	1	0	2
5	I do not have time to teach pronunciation as I have to finish the syllabus on time.	0	1	1	0	6

Questions from one to four in the questionnaire aim to find out teachers' opinion about whether Albanian students have problems with pronunciation. The first question is directly related to my first research question and in response to this statement five teachers express agreement (62.5%), one teacher strongly agrees (12.5%) and two of them (25%) disagree. It results that 75% of the teachers that filled out the questionnaire regarding questions from 1-4 agree that Albanian students have problems with English pronunciation. (among them there are the two American teachers). Not only does teachers opinion

agrees with my statement, but it also supports my first hypotheses.

One very discussed issue in my thesis has to do with pronunciation status in Albanian English classes. Many linguists and

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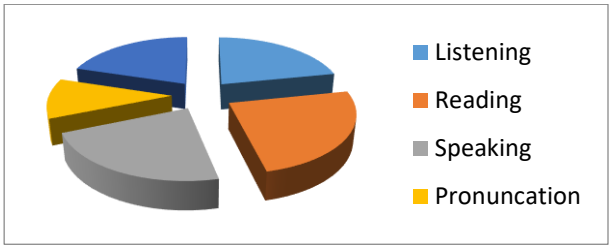
phoneticians have written that pronunciation seems to be orphan in English teaching program in the sense that does not receive much attention firstly from the curriculum and then from the teachers' side. Questions one and five in the teachers' questionnaire deal with this presupposition.

In regard to questions 2 I could not derive any exact conclusion as I have two teachers that strongly agree (25%), two teachers that agree (25%), two of them that don't know how to answer to this question (25%) and two others that disagree (25%). It seems as teachers were very skeptical in regard to this question. I have in total 50% of them in favor of pronunciation being neglected in Albanian English classes. Based on statistics, I think that partially my statement is true. Curriculum and teachers negligence towards pronunciation is one of the factors that cause students problems with English pronunciation.

Questions 3 and 4 are of extreme importance as they are directly related to my second hypotheses. Many of the phoneticians mentioned in this thesis put mother tongue interference as one of the major factors that lead students in making pronunciation mistakes. Taking in consideration such presuppositions questions 3 and 4 attempt at finding out teachers' perceptions about Albanian interference in English pronunciation. Regarding question 3, most of the teachers are in favor of the statement. Five of them (62.5%) agree on mother's tongue interference in English pronunciation and 3 of them disagree (37.5%).

Question 4 is related to the difference between the phonological systems on respective languages, specifically to sounds and spelling. Here three of the teachers seem very supportive to the statement as they strongly agree (37.5%), two of them agree (25%), one of the teachers seems skeptical about the statement responding that she doesn't know (12.5%) and the two others disagree (25%). It's obvious that most of them are in favor of the statement.

Chart 4.3.1 Teaching activities during English classes



As we can see from the chart the most prominent activity during English classes results to be reading (25%). According to the students speaking and listening activities are more or less practiced at the same level followed by writing activities (20%). The less used activity during English classes as I expected seems to be pronunciation with only 11%. Of course, this is against the statement "there are enough pronunciation activities covered in English books" to which a good number of students responded positively. It really makes me wonder whether there are really pronunciation activities covered in their English book or are the teachers who neglect such activities? No matter the answer to this question, according to the statistics we can clearly see

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that pronunciation and its practice are really being neglected.

4.4 Presentation, interpretation and discussion of Albanian students' performance in relation to pronunciation tasks

The following section has to do with the nature of difficulties that Albanian students face while pronouncing English language. My major hypotheses about this thesis sets mother tongue interference as the major factor that causes students to make mistakes with English pronunciation and aims at differentiating between the phonetic system of English and Albanian language. These data was collected from 30 students of 7th, 8th and 9th grade at "Muco Delo" school. After having observed these students during English classes I was able to identify some problematic areas of pronunciation that have to do specifically with students confusing the pronunciation of some set of words. Such kinds of mistakes were not occasional. Actually students had the tendency to continuously make them. This tendency of them made me wonder about the possible reasons behind such pronunciation mistakes.

For this reason I compiled a worksheet that consists of two parts. The first requires students to pronounce words that are considered problematic for Albanian students to pronounce (for reasons that I will explain later). A part of the students were recorded during their pronunciation performance. The second part requires them to transcribe these words.

In order to make the difference, the transcription of intended words that were given to students to pronounce are firstly given with IPA transcription below in table 4.4

Table 4.4 Phonetic transcription of words given to students according to IPA

Short vowel	Long vowel	Diphthong	Consonant
Ship /ʃi:p/	Sheep /ʃip/	Quite /kwaɪət/	Often /ɒfən/
Women /wɪmɪn/	Man /mæn/	Quiet /kwaɪt/	Island /aɪlənd/
Woman /wɪmɪn/	Apple /æpəl/		Watches /wɒtʃiz/
Calm /kɑ:m/	Height /haɪt/		Tsunami /tsʊnɑ:mi/
			Competition /kɒmpətɪʃn/

This part of the study consists on pronunciation of words focusing on short and long vowels, diphthongs and consonants and aims at finding out whether Albanian students can utter properly these words in concern to the length of vowels, rules of consonants and differentiating between the pronunciations of words that contain the same diphthong.The table below shows the

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mispronunciation percentage of students for each word.

Table 4.4.1 Mispronunciation percentage of students

Word	Percentage of mispronunciation
sheep	75%
ship	20%
woman	72%
women	47%
calm	94%
man	100%
men	0%
apple	62%
height	58%
quite	15%
quiet	70%
Often	92%
island	81%
watches	79%
tsunami	73%
competition	100%

One very prominent phonetic issue in English language is the length of the vowels. Based on the way they have transcribed the words "sheep/ship" it was found out that in most cases students could not differentiate between the long [i:] and the short [i] and from the recording of their speech I could conclude that they could not utter long vowels as long as required. In most cases both vowels are pronounced as a short Albanian letter [i]. It is obvious that students confuse the respective sounds and the reason why is because Albanian language does not make any difference between the lengths of the vowels. They have all the same length. Both given words are pronounced and transcribed the same because Albanian students do not perceive the long [i:] as a distinct sound that can make a difference in meaning. There were even students that knew that there is a difference between the pronunciations of the words giving the right transcription but still there were just a small number of them. Again, in the case of the word "calm" students did not utter it with a long [a:]. Instead they uttered and transcribed it with a short [a] (94%)

The case related to the word "tsunami' is very interesting. 73% of the students uttered and transcribed the word as /cunami/. According to Kolec Topalli book "Introduction to Albanian phonetics" it results that we as Albanian speakers tend to pronounce the sound /ts/ as /c/ and this is because our brains are programmed to produce this sounds whenever they see a foreign word beginning with /ts/ regardless of the language we are learning. According to me this has another explanation. In the Albanian language do not exist words that begin with the letters /ts/ and in addition we

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tend to substitute it with the nearest equivalent. In this case it is /c/

I would consider the above explanation even in the cases of the words "man and men". Apparently there was no difference while uttering these words. They were uttered and transcribed the same, using the short vowel [e]. In relation to the word "man", respectively transcribed /mæn/ the degree of pronunciation mistake was 100%. They all transcribed it wrong. In the case of the word "man" /men/ the degree of pronunciation mistake was 0%. They all transcribed it right. It can be concluded that the students could not even perceive the difference between the open vowel [æ] and the closed one [e]. This is because the sound [æ] is a totally new sound to Albanian students since it doesn't exist neither as a letter, nor as a phoneme. As a consequence they tend to substitute it with the nearest equivalent in their mother tongue. Again the confusion between sounds and spelling causes confusion in Albanian students. From my own observation I can say that even when corrected, the learners would again confuse the two sounds. Even in terms of speech production of these words they did not take enough time to pronounce the sound [æ]. Although this sound is a short vowel is slighter longer in length than the sound [e]. 62% of the students proved to transcribe the word "apple" wrong. Although, in relation to its pronunciation from the recording I could notice that the sound [æ] was mostly pronounced right in terms of length. They use to take a little more time while pronouncing it in comparison to the sound [æ] in the word "man".

The articulation of words such as "quite and quiet" is very likely to affect comprehensibility as the way these two words are uttered and transcribed causes unintelligibility. Their transcription is often confused when words were shown to them. Students had doubts about their pronunciation. Since the two words contain the diphthong /ui/, students think they are pronounced the same without taking in consideration the following letter after the diphthong /ui/ in both words.

Another issue I had taken into consideration in this study is the spelling of the words and Albanian students' tendency to utter words according to their spelling. While observing Albanian students in English classes I had the doubt that they could not differentiate between the sounds [s] and [z] while dealing with the conjugation of verbs in the third person singular and the forming of plural. For example: for the word "watches" a percentage of 79% transcribed and articulated the word as: [wɒtʃis] rather than [wɒtʃiz]. This was one of the most common mistakes made during English classes.

The case with the words "woman and women" aims at showing students difficulty with the perception and articulation of the sound [w]. This sound does not exist in Albanian language and it is somehow difficult to be firstly perceived and later articulated by Albanian speakers. These two words are problematic for Albanian students because as I have mentioned there are no

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explicit rules about the way words should be pronounced in English language. This is because of the fact that English is a non-phonetic language which means that there is no one to one association between the phonemes and sounds. The pronunciation of these words is usually confused also because the words contain in their morphological construction the words "man and men" andAlbanian students tend to pronounce these words using analogy between the two sets of words and in addition this results in misunderstanding.

All the students failed at pronouncing the word "competition" in relation to the schwa sound [ə]. According to the IPA transcription of words the word "competition" is transcribed / kɒmpətɪʃn/, without the schwa sound. All the students transcribed it /kɒmpətɪʃən/. This is the only word provided for them to transcribe and uttered, but as I have observed during English classes their tendency was to articulate the schwa sound in many words and this is because this sound exists in the Albanian language [ë] both in the written and spoken form. The purpose of it is to allow words in English to be said more quickly and is very short in pronunciation. As Albanian speakers do not differentiate between lengths of vowels, they tend to emphasize its pronunciation.

There are many voiceless consonants in English language. According to many linguists who have studied English phonetics in relation to how foreign speakers of English pronounce words, have concluded that foreign speakers tend to pronounce voiceless consonants as they can not spot the rules of pronouncing them. Actually, there is no explicit rule in terms of pronunciation of voiceless consonants. Some consonants become voiceless when combined with other consonants. Like for example /c/ is not pronounced in the combination /sc/ or the letter /f/ not being pronounced when being next to the letter /t/

In order to see students' response in relation to such supposition, there were two words that were given to students "often and island". Many of them failed in articulating and transcribing them right. These words were transcribed /oftən/ and /aisləɪnd/ which means that Albanian students just like other foreign learners of English fail when it comes to voiceless consonants pronunciation.

Conclusions

The findings in relation to the teachers' questionnaire show that 75% of the teachers who took part in my study, agree that Albanians students have problems with English pronunciation.

One very discussed issue in my thesis has to do with pronunciation status in Albanian English classes. 50% of the teachers are in favor of pronunciation being neglected in English classes. When students asked to rate English teaching activities, pronunciation activities resulted to be the least practiced. Finding show that to English pronunciation is given little attention and when it comes to practicing this skill we notice negligence. We don't know clearly whether is a

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negligence from the curriculum or from the teachers' side.

The mispronunciation percentage of students implicates the need to teaching pronunciation since in the present global scenario one needs communicative skills to secure her/his socio-cultural identity. Many of the phoneticians mentioned in this thesis put mother tongue interference as one of the major factors that lead students in making pronunciation mistakes. Taking in consideration such presuppositions different questions in the questionnaire attempted at finding out teachers' perceptions about Albanian interference in English pronunciation. Regarding such questions most of the teachers are in favor of the statement mostly because of the differences between phonological systems of respective languages.

When it comes to teachers' attitude towards pronunciation activities being included in English classes most of them respond positively which makes me think that teachers know the big importance of pronunciation and that they support the idea of including pronunciation activities in English teaching.

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Appendix: 1

Teacher questionnaire

Please circle these statements if you strongly agree or agree or if you do not know or you disagree or strongly disagree.

1-I think students have serious problems with English pronunciation.

Strongly agree Agree I do not know Disagree Strongly disagree

2-Students have problems with pronunciation because it does not receive much attention in the syllabus.

Strongly agree Agree I do not know Disagree Strongly disagree

3-Students mother tongue interferes in English pronunciation.

Strongly agree Agree I do not know Disagree Strongly disagree

4-Students have difficulties since English sounds & spelling are different from Albanian ones.

Strongly agree Agree I do not know Disagree Strongly disagree

5- I do not have time to teach pronunciation as I have to finish the syllabus on time.

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Strongly agree Agree I do not know Disagree Strongly disagree

6-I think native-like pronunciation must be taught.

Strongly agree Agree I do not know Disagree Strongly disagree

7-Pronunciation should be tested same as other skills (like writing)

Strongly agree Agree I do not know Disagree Strongly disagree

8- EFT should provide more activities on pronunciation.

Strongly agree Agree I do not know Disagree Strongly disagree

Appendix 2

Student questionnaire

1-Do you have problems with English pronunciation?
Yes No I don't know

2-Do you feel you need to improve your English pronunciation?
Yes No I don't Know

3-Are there enough pronunciation activities covered in your book?
Yes No I don't know

4-Do you practice English new words pronunciation in the classroom (or at home)
Yes No I don't know

5-Rate the activities (1 the lowest, 5 the highest)
Which activity is more prominent during English classes?

Listening ☐ Speaking ☐

Writing ☐

Reading ☐ Pronuncation ☐

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NEW TECHNIQUES IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

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Abstract

Effective methods are always required for the teaching of English as a foreign language. Family oral history is presented here as an innovative technique of special benefits for the teaching of EFL as it motivates the students and sparks their interest in the foreign language. In this paper, first, the concept of family oral history is introducedand then the various pedagogical benefits for the students are taken into consideration. Finally, it is recommended and emphasized that family oral history projects be implemented outside the classroom context, contributing to the community as well as to the history of a country. In search of their family history and their identity, students are encouraged to develop not only their linguistic skills, but also their cognitive, communicative and organizational skills.

Keywords: *family oral history, teaching methodology, benefits, implementation, EF*

Introduction

Learning a foreign language is a difficult task, which takes a lot of time, energy and requires dedication, desire and passion. We as educators should find various, interesting and attractive teaching techniques to motivate and encourage the students during the learning process. An innovative effective technique in the teaching/learning of English as a foreign language (EFL) that sparks the student's interest in the learning process of a foreign language is (family) oral history (FOH).

What is family oral history?

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According to Huerta and Flemmer (2000), oral history is a collection of individual recollections of the past or spoken memories based on an interview conducted by a researcher. Oral history has early roots. Since pre-literate times, members of oral cultures have shared narratives of human activities to communicate their knowledge (Jones 1998). According to Yow (1994), perhaps the first true oral historian was Thucydides in the fifth century B.C., who sought out, interviewed and recorded the experiences of people for their first-hand accounts of the Peloponnesian war. "By the nineteenth century, historical scholarship had a long-established tradition of focusing on the study of written documents" (Jones, 1998: 5). Recently, oral history has been used to learn about the culture and lifestyle of ordinary people, including working women, housewives, children, blue-collar workers, and ethnic-religious minorities (Casey 1993). In Kosovo, since summer 2012, initiatives for oral history of the people of Kosovo have been undertaken.[1]The human museum of Kosovo is being built with oral history. According to the official site, there are stories of Kosovo citizens, starting with childhood, youth, occupation or activism and finally dreams that will help build a new image of Kosovo to leave behind that of war.

Worldwide, oral history and family oral history are very frequent project topics in educational programmes. The most famous collaboration between teachers and local grassroots was the Foxfire Project[2], which was "started by Eliot Wigginton in 1966 as an integrated, student-directed English language arts and social studies project that had students document the culture of southern Appalachia in the United States using oral history methods" (Montero & Rossi 2012:2)[3].

The FOH project consists of an interview conducted by the students with their family members. In brief, it is developed in three phases.[4]In the before-the-interview phase, the students start working on the design of a formal consent form for the informantsthat might include personal details of the informant, the purpose of the interview, informant's rights and their identity protection and date of interview. The consent form is common for all the students and is written in both English and Albanian language. Then the students decide on the modules of questions to be asked, in order to achieve a successful interview. During class discussions with prior individual work, the students discuss and learn tips about how to perform a good interview. The second phase is the interview, which is conducting and recording the interview in Albanian. In the final phase, the students translate the interview into English, edit and revise it for the final report which is a summary of the interview. Finally, they deliver the report orally to the rest of the class, showing selected short clips of the recorded interviews.

[1] http://oralhistorykosovo.org/sq/

[2] The Foxfire Fund Inc., http://www.foxfire.org

[3] http://www.oralhistoryforum.ca/index.php/ohf/article/viewFile/430/494

[4] For a detailed description of a family oral history process and its steps, see Hima (2018: 201-205)

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Benefits of FOH

The use of FOH as a teaching methodology offers some major pedagogical benefits in promoting the development and improvement not only of language skills, but also of cognitive, communicative and organizational skills.

First and foremost, it motivates the students and sparks their interest, accordingly their personal engagement to perform well in the classroom, as the subject of this project is about the living experience of their family. As also confirmed by Huerta & Flemmer (2000), our students were excited about their oral presentations and any opportunities in the classroom to display their work.

In line with Valenciana (2006), oral history helps "students reveal their families' stories and the development of the four communication skills: speaking, writing, reading, and listening." And in fact, it provides the students with the opportunity to enhance their knowledge in several major areas of language skills. Speaking in English is exercised during class discussions about the project, the designing of the module of questions for the interview, during the formal oral presentation in the classroom. Writing in English and grammar are practiced during the process of writing the final report, self-correction and editing, through which they improve their vocabulary in academic settings. Reading and translation from Albanian into English and vice versa are developed during the process of translation of the interview.

At a research level, students learn how to select, analyse and summarize relevant information. In addition to becoming familiar with doing fieldwork, the students are also provided with opportunities to develop their communicative, cognitive and critical thinking skills through the interview process and their organizational skills through planning and organizing their work to finish the project in time.

Another benefit of this project is fostering autonomy and teamwork at the same time. On one side, it encourages student's autonomy by providing them with individual work on tasks such as online searching, interviewing, selecting questions, analysing data, selecting parts from interviews to include in the project, translating and editing. On the other side, for designing the formal consent form, selecting the module of questions for the interview, discussing about tips on interviews and others, the students need to work in groups, which fosters the team spirit.

A very important benefit is that the students learn to appreciate history and its importance in their lives. They discover how history has affected their families and how their families have contributed to history. They learn that historical events like annexations, conquests, wars, famine and economic crises are more than facts to remember about exams. Moreover, these are life experiences that their parents and grandparents have gone through. A great value of this project is the strengthening of the students' bond with their family and the pride in their family and background.

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Conclusion

As a result, we can say that, due to its various advantageous aspects, the family oral history project can be highly recommended in Foreign Language classes - but not only. It may be extended and implemented to many other school subjects such as Language, Literature, History, Sociology, Psychology, Art and ICT, at high school levels but also at university levels. It can be established and organized in an even wider context in a large scale, perhaps at school, city, local or regional level, with a concluding special edition publishing and archiving the oral narratives of the informants, to serve not only to the classroom purposes but also to the whole community and history. As the renownedAlbanologist Robert Elsie has stressed, "there are broad fields of Albanian history that can be at least complemented by oral history" (Elsie 2016:3).[5] Elsie further recommends working with oral history of the communist dictatorship in Albania, and that of Albanians from regions outside of Albania, like

> "the tragic history of Cham Albanians from 1945 on, and of course, of the Kosovo Albanians during the 1998-1999 war, not to mention the Albanians in Macedonia and elsewhere whose place in history has been somewhat suppressed or at least ignored. Not to be forgotten is the collective memory of the last generation of the speakers of Arvanitic Albanian in central Greece."[6]

Therefore, family oral history as an innovative, non-traditionalefficientmethod, with major pedagogical benefits for the teaching/learning of English as a foreign language, and not only, can go beyond a mere class project with benefits for our community and for the Albanian history.

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PËRDORIMI I INTERNETIT NË MËSIMIN E GJUHËVE TË HUAJA: PROBLEMET DHE PERSPEKTIVAT

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Abstrakt

Diskutimet mbi teknologjitë e internetit nuk do të ishin të plota pa një vështrim të përgjithshëm mbi teoritë e të nxënit të gjuhës së huaj, kjo për arsye se teori të ndryshme i japin jo të njëjtën rëndësi rolit të mësimdhënies praktike dhe, nënkuptohet, internetit në klasë e përtej saj.

Në literaturën bashkëkohore mbi të nxënët e gjuhës së huaj shtjellohen dy kahe të ndryshme modelesh jo krejt pa lidhje me njëri-tjetrin. Njëri është modeli psikolinguistik dhe tjetri modeli sociolinguistik.

Hyrje

Themi se Epoka e Internetit përbën një potencial të pashterrshëm jo vetëm për lehtësitë apo alternativat e panumërta në kërkim të informacionit, por edhe për mjetet, mekanizmat, teknikat e larmishme me funksione të shumëfishta, që i vijnë në ndihmë mësuesit dhe nxënësit për të realizuar synimet pedagogjike në kontekstin gjuhësor.

McLuhan nënvizon se "përmbajtja" e çdo mjeti është gjithmonë një mjet tjetër. Përmbajtja e të shkruarit është ligjërata, sikurse fjala e shkruar është përmbajtja e printimit, dhe printimi eshte përmbajtja e telegrafit. Kështu që, të shkruarit është "ngushtësisht dhe në mënyrë të pazgjidhshme e lidhur me ligjëratën dhe të shkruarit nuk mund të ndahet nga ligjërata".[7]

Fakti është se të shkruarit dhe ligjërata për shekuj kanë qënë të lidhur në një marrëdhënie e cila në thelb është simbiotike dhe kjo marrëdhënie është kaq e afërt sa që është e vështirë "të dallosh njërën nga tjetra". Edhe në kontekstin e teknologjisë, evoluimi i të shkruarit me ndërmjetësimin kompjuterik ilustron "një tension i cili ekziston midis natyrës së ndërmjetësit dhe qëllimeve e pritshmerive të përdoruesve të tij. Thelbi i çështjes duket të jetë

[7] McLuhan, M. 1962. The Gutenberg Galaxy: the Making of Typographic Man. London: Routledge & Kegan Paul. :23-24

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marrëdhënia e teknologjisë me gjuhën e folur dhe të shkruar".[8]

Në dekadën e viteve 70-të kompjuteri u bë një pjesë thelbësore në mësimdhënie. Studime të bëra mbi procesin e të shkruarit në gjuhën angleze propozuan futjen e kompjuterit si pjesë përbërëse e mësimdhënies. Që në momentin e pajisjes së klasave me mjetet kompjuterike, studentët u përballën me një mënyrë të re të mësuarit. Anee Boyle shpjegon se përdorimi i kompjuterit u jep mundësi studentëve jo vetëm të shkruajnë, por edhe të bëhen më aktivë gjatë këtij procesi, më bashkëpunues në studim dhe i inkurajon të përfshihen në mënyrë më dinamike në aktivitete të tilla si për shembull rishikimi dhe redaktimi i përbashkët i një pune, të mësuarit në grup dhe në hulumtime të ndryshme.[9]

Diskutimi

Përhapja e internetit në institucionet e dedikuara tradicionalisht për trajnim (shkolla, universitete) është e destinuar për të prezantuar inovacione të rëndësishme teorike, metodologjike dhe organizative në fushën e mësimdhënies.

Në mësimin e gjuhëve të huaja, si në atë të disiplinave të tjera, ndjenja është se po hasimnë një instrument që mund të modifikojë në thellësi strategjitë didaktike të miratuara deri tani, por që ende nuk ka arritur një shkallë të mjaftueshme të qartësisë se si ta shfrytëzojmë atë në mënyrën më të mirë.

Qëllimi i ndërhyrjes, e cila fillon nga një eksplorim sistematik i rrjetit në mënyrë që të lidhen përvojat tashmë të kryera diku tjetër, është të përpunojë një sistematizim dhe një klasifikim të strategjive didaktike për gjuhët e huaja që e bëjnë të realizueshme, strategji të tilla përfshijnë të gjitha nivelet e strukturimit të aftësitë gjuhësore të identifikuara tradicionalisht nga studimet glottodidaktike (kuptimi me gojë dhe e shkruar, prodhimi me gojë dhe me shkrim).

Përhapja në rritje e internetit në fushën akademike ka prezantuar inovacione radikale në fushën e kërkimit shkencor për sa i përket strukturimit, ruajtjes, menaxhimin dhe shpërndarjen e njohurive (World , Web, revista dhe arkiva elektronike, biblioteka,etj.) dhe kontaktet profesionale midis grupeve të studjuesve (e-mail, lista diskutimi).

Sektori që ndoshta më shumë se të tjerët po katalizojnë në këtë kohë përpjekjet e mësuesve dhe kërkuesve është ajo didaktike: pas një faze të parë në të cilën rrjeti u konsiderua mbi të gjitha një enë e madhe e të dhënave mund të konsultohen nga e gjithë bota, ata fillojnë të shohin edhe potencialin që lidhet me shfrytëzimin në fushën e të mësuarit.

Projektet përfshijnë ndërtimin e mjete edukative për t'u shpërndarë në internet, por përshtypja është se askush nuk ka arritur ende qartësi të mjaftueshme mbi strategjitë dhe metodat e mësimit më të përshtatshme për këtë realitet të ri komunikues.

[8] Harris, R. 1986. The Origin of Writing. London: Duckworth: 46

[9] 1 Boyle, Anne. "Achieving Voice through Collaboration; Compuiters and Writing computers Classrooms" Teaching with Technology"- Anker Publishing Company Inc.2000 - 35

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Inovacioni i rrjetit, natyra e tij shumëdimensionale dhe globaliteti i tij, kuptohet si një zgjatje e vargut gjeografik të përdoruesve që mund të arrijë, por gjithashtu si një shumëllojshmëri mjetesh që shërben,fillimisht përbën një pengesë për formalizimin e hipotezave teorike të mësimdhënies që do të verifikohet atëherë në mënyrë eksperimentale.

Në fushën specifike të mësimit të gjuhëve të huaja, ne do të shohim këtu për të propozuar një skemë të strategjive të të mësuarit që sistematizon dhe bashkon këtë shumësi dhe qasjet në një model të vetëm teorik.

Ekzistojnë tre karakteristika themelore të mësimdhënies të arritshme nëpërmjet internetit:

1-Mësimi në distancë (mungesa e klasës në kuptimin fizik, ndryshimi i vendit dhe i situates
në të cilën është prodhuar mësimi);

2- Vetë-mësimi (një veçori e përdorur tashmë në mësimin e gjuhëve të huaja, për shembull
nëpërmjet laboratorëve gjuhësorë);

3- Ndryshimi i roleve të mësimdhënësve (nga qendra e procesit mësimor në atë të një mësuesi,
drejtues i jashtëm i situatës komunikuese) dhe të nxënësit (i cili bën zgjedhje, nëpërmjet të cilit
ndërton vetë mësimin e tij personalisht).

Ngjarja edukative që zhvillohet përmes rrjetit mund të përkufizohet si vetë-mësim
të udhëhequr në distancë, ku futen tre role të ndryshme: mësuesit, nxënësit dhe kompjuterët e lidhur në rrjet, në të, funksioni i kryer nga teknologjia nuk është vetëm ai i mbështetjes thjesht për metodat tradicionale,por të një ristrukturimi radikal dhe të thellë të strategjive të mësimit të gjuhëve të huaja.

Më poshtë propozojmë strategjitë, ku përfshihen dy nga tre pjesëmarrësit në ngjarje didaktike: mësuesit dhe studentët.

Për të parën, interneti është kryesisht një mjet pune, një burim i pashtershëm i materialeve autentike(1) , një rezervuar i teksteve, artikujve të gazetave, ekstrakteve audio të marra nga gazetat etj., prej të cilave të ndërmerren hapat për të nxjerrë në pah përdorimin e ndërtimeve të veçanta, ta pasurojnë fjalorin, përshkruajnë strukturimin e tekstit. Pas përzgjedhjes dhe përgatitjes së materialeve të caktuara, rrjeti vepron në të njëjtën kohë si depozita dhe distributori(2), duke lejuar që të realizojnë gjithë mësuesit e të njëjtës gjuhë një përvojë pune tashmë e kryer nga të tjerët, duke përdorur të njëjtat tekste dhe duke ndjekur udhëzimet për përdorim duke shoqëruar atë[10] .

Është fenomen i ndarjes së burimeve, gjë që është e veçantë e qasjes telematike dhe përbën bazën për funksionimin e rrjetit. Një lloj i tretë i një instrumenti me rëndësi të madhe për mësuesin është ai që lejon komunikimin ndërpersonal me kolegë nga e gjithë bota (3), për shkëmbimin e ideve, diskutimin e metodologjive, shpërndarjen e informacioni etj., e-mail dhe listat e

[10]Shihni, faqen e internetit të TECLA (Tekstet për mësimdhënësit dhe mësuesit e spanjishtes), e cila mbledh dhe katalogon tekstet në Gjuha spanjolle, me shënimet leksikore dhe gramatikore dhe ushtrime të kuptimit, që do të përdoren në mësimdhënien e
atë gjuhë
(http://www.bbk.ac.uk/Departments/Spanish/TeclaHome.html).

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diskutimeve janë burime të vlefshme dhe shumë efektive në ky kuptim[11] .

Përfundimisht, roli i mësimdhënësit përzgjedhës të materialeve të arritshme në internet është thelbësor. të prodhuara nga të tjerët, të cilat studentët mund të konsultohen, lexojnë, dëgjojnë, diskutojnë me mësuesit email. Ky funksion (4, A) bën të mundur krijimin e një biblioteke, e përbërë nga lidhje me një seri të mjeteve të konsultimit (fjalorë, enciklopeditë, tekstet e shpërndarjes, artikujt e gazetave, etj.), gjithmonë me prirjen e studentit, një lloj kuadri në vetë-mësimin aktual, sepse të tilla biblioteka janë me të vërtetë efektive, megjithatë, është thelbësore që instrumentet që janë pjesë e saj të verifikuar me kujdes dhe të zgjedhur nga mësuesi, shumë shpesh tendenca gjendet në net për të grumbulluar, për të përgatitur listat e shfarosura të burimeve, sasia e të cilave ka vetëm efektin jo të dëshiruar për të krijuar disorientim dhe konfuzion. Zgjedhja e arsyetuar e mësuesit favorizon një numër të kufizuar lidhjesh, të vizituara dhe të zgjedhura më parë në bazë të dobisë së tyre aktuale mësimdhënien [12].

Profesorët/ Mjet i punës
1. Burimi i materialeve autentike
2. Depozitimi i materialeve arsimore, të përdorshëm
nga të gjithë (ndarja)
3. mjetet e komunikimit ndërmjet kolegëve
4. zgjedhja e materialeve mbështetëse për studentët

Studentët/ Mjedisi arsimor
A.Biblioteka (mjete konsultimi,fjalorë, shtyp)
B. klasa virtuale (WWW, email,IRC,videokonferencat)
C. feedback me mësuesin (këshillim,Këshilla)
D. komunikim me studentë të tjerë

Fjala është më komplekse dhe e artikuluar kur dikush kalon nga karakteristikat e mësimit telematik lidhur me rolin e mësuesit në ato që lidhen me aktivitetin e nxënësit. Ajo është parë më lart si një seri mjetesh integruese që janë në dispozicion në një lloj biblioteke gjuhësore të krijuar nga mësuesi (4, A), le të shqyrtojmë tani strategjitë mësimore të mjedisit të vërtetë të punës e mësimit të gjuhës, klasa virtuale.

Para së gjithash, duhet të bëhet një dallim midis mënyrës praktike të mësimit në distancë, në mungesë bashkëjetesa totale fizike në një klasë reale, dhe mbështetja lokale në një kontekst të mësimit i lidhur me modelin tradicional të mësimit në klasë.Modeli i propozuar përfshin të dyja modelet, dhe siguron përdorimin e një sërë mjetesh rrjeti, secili i aftë për të ushtruar një apo më shumë aftësi gjuhësore të ndryshme.

Interneti është një mjet kompleks i komunikimit, i cili integron mjete të ndryshme,

[11]Shih, listën e diskutimeve për mësuesit e gjuhës angleze TESL (Mësimi i gjuhës angleze si gjuhë e dytë); adresa e serverit është listserv@cunyvm.cuny.edu
[12] Për mësimin e gjuhës italiane si gjuhë e huaj, shihni për shembull vendin eksperimental http://www.umbrars.com/lingua/italiano/biblioteca.html.

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natyra dhe qëllimet e të cilave ndryshojnë shumë nga njëri-tjetri[13], në funksion të përdorimit të saj në fushën e mësimdhënies gjuhësore, katër prej tyre janë identifikuar, që korrespondojnë me shumë mjedise të të mësuarit: World Wide Web (WWW), email, Internet Relay Chat (IRC) dhe
videokonferencat. Nga secili prej tyre do të përpiqemi të japim më poshtë treguesit për llojin e përdorimit dhe aftësitë gjuhësore që ai është në gjendje të ushtrojë.

World Wide Web është padyshim mjedisi më i artikuluar, më i përdorur dhe i begatë;
Më poshtë tregon se si mund të përshtatet praktikisht në trajnimin e të gjitha aftësive gjuhësore.

leksik (ushtrime leksikore, pajtime)
gramatika (sintaksë gramatike)
kohezioni i tekstit
prodhim me shkrim
krijimi i teksteve në faqe WWW
fonetikë
diskriminimi i tingujve
përshkrimi i sistemit fonetik dhe fonologjik
ushtrime transkriptimi
kuptimi gojor (duke dëgjuar tekste autentike, video)
leksik (ushtrime leksikore)
gramatika (sintaksë gramatike)
kohezioni i tekstit
prodhim gojor
krijimin e skedarit të zërit në faqe WWW

Nga WWW është e mundur të lexojmë, shkruajmë, dëgjojmë dhe flasim, edhe nëse ushtrimi i gjuhës së shkruar është ndoshta e kryerjes më të menjëhershme dhe të thjeshtë, mundësinë e prodhimit dhe të dëgjimit, distanca e pasazheve të gjuhës së folur (nga tinguj të vetëm në fjalë, fjali, në pjesë të tëra fjalësh spontane),se progresi i metodave të kompresimit të të dhënave dhe konsolidimi i teknologjive të rrjedhjes do të jetë në gjendje të lehtësojë[14] .

Sa i përket gjuhës së shkruar, ueb-i lejon studentët të ofrojnë një gamë të caktuar
praktikisht të pafundme të teksteve autentike të çdo lloji, të cilat mësuesit, siç pamë më herët,
ato mund të burohen nga burime të tjera ose brenda vetë rrjetit, duke kursyer kohë dhe kosto
ato mund të shoqërohen me ushtrime leksikore, gramatikore, tekstuale, sipas metodologjive
tashmë konsoliduar gjerësisht në median tradicionale.

Një mjet inovativ e në mënyrë të pandashme të lidhur me përdorimin e informatikës, nga ana tjetër, është ajo e konkluzioneve: disponueshmëria në internet e Korpusit të referencës në gjuhë të ndryshme shoqërohet me mundësinë e indeksimit të të dhënave leksikale të të

[13] Për një përpjekje për të klasifikuar funksionet e ndryshme të internetit, në lidhje me metodat e komunikimit tradicionale, dhe në përgjithësi për çdo referencë në përdorimin e rrjetit në studimet gjuhësore, shih Spina S., Parole in
rete. Udhëzues për faqet e internetit në gjuhë, Firence, La Nuova Italia, 1997,

[14] Streaming i referohet një teknologjie që u mundëson përdoruesve të internetit të dëgjojnë ose të shikojnë një këngë audio ose video në kohë reale, pa pasur nevojë ta shkarkojë së pari nga rrjeti, për përdorimin e kësaj teknologjie në këtë fushë e mësimit të gjuhëve të huaja, shih GodwinLones B., Realtime rishikim audio dhe video në internet, në «Learning Language & Technology», 1 korrik 1997, f. 58

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cilave është në posedim dhe për t'i paraqitur ato pikërisht në formën e konkordancave, në të cilën çdo fjalë, sipas rendit alfabetik shfaqet së bashku me kontekstin e saj, pra fjalët që e paraprijnë dhe e ndjekin atë. Nxënësi mundet në këtë mënyrë, me udhëzimin e mësuesit, të marrin drejtpërdrejt në kontakt me elementet leksikore, strukturat gramatikore të vërteta të gjuhës që e gjejmë vetë të mësuarit, zbulojmë për veten se cilat janë kombinimet më të mëdha të shpeshta dhe për këtë arsye më të përdorura[15]

Konkluzione

Rrjeti tashmë pret shumë përpjekje për të propozuar materiale të këtij lloji në fushën e mësimdhënies gjuhë të huaja, në avantazhet e përdorimit të tyre në distancë shtohen ato që ofrohen nga multimedia: çdo tekst në fakt mund të shoqërohet me imazhe, tinguj, video, duke përfshirë edhe lloje të tjera të aftësive ato që kërkohet nga leximi i thjeshtë i një teksti të shkruar.[16]

Edhe prodhimi me shkrim mund të ushtrohet nëpërmjet krijimit të faqeve të internetit, në të cilat studentët me prejardhje të ndryshme mund të depozitojnë tekstet e tyre. Për këtë është shtuar avantazhi jo indifferent që përbëjnë një korpus të prodhimeve të shkruara të nxënësve të gjuhëve të huaja, të cilat, për shembull, janë të grupuara nga niveli i kompetencës ose gjuha amtare e nxënësit, mund të jetë pika fillestare për analize në thellësi mbi llojet e gabimeve që janë më të shpeshta, fjalorin më shumë ose më pak të përdorur, shkallën e të mësuarit e strukturave të caktuara.

Për sa i përket gjuhës së folur, një sektor më pak i konsoliduar në fushën e transmetimit të informacionit në internet por me siguri në zgjerim të madh në kohët e fundit, përdorimi i rrjetit është i mbuluar me një rëndësi përcaktuese mbi të gjitha në fushën e studimit të shëndoshë: siç dëshmohet deri më tani kurse të shumta në fonetikë që mund të konsultohen në internet , mundësia e kombinimit të tingujve dhe tingujve të tyre në një medium të vetëm fonetik dhe të drejtshkrimit, së bashku me një përshkrim të rregullave të tyre duke i kombinuar ato në një sistem gjuhësor referimi, është pa dyshim një efektivitet i jashtëzakonshëm në fushat e mësimdhënies së fonetikës së një gjuhe të huaj.

Kuptimi gojor gjen në internet një instrument me potencial që ende duhet të zhvillohet, por që tashmë është dhënë për të intuituar: disponueshmërinë e bibliotekave të teksteve të folura për të dëgjuar në distancë dhe në çdo kohë (gazetat radio, intervistat, dokumentet historike arkivore), së bashku me ato të shkurtra biseda autentike të regjistruara dhe të përgatitura nga mësuesi me ushtrime të kuptimit, të shqiptimit dhe gramatika, nuk ka asnjë precedent në fushën e mësimit të gjuhëve të huaja, pavarësisht nga kufizimet në

[15]Shihni, për shembull, faqet e shkëlqyeshme të Departamentit të Gjuhës Angleze të Universitetit të Dundee, në Angli (http://www.dundee.ac.uk/English/wics/wics.htm), të cilat ofrojnë konsultime online të konkurrimeve të punëve e një seri poetësh anglezë (Shelley, Coleridge, Keats, Blake, etj).

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shpejtësinë e transmetimit dhe në cilësinë e zërit që kjo teknologji ende imponon.

Secili student mund të marrë edhe rendin e zërit, ta transferojë atë në kompjuterin e vetë dhe ta dëgjojë atë për kënaqësinë e tij, si dhe ta riprodhojë atë me zërin e tij dhe futeni atë në një faqe interneti të përdorur për të riprodhuar dhe dëgjuar korrigjim nga mësuesi. Përparimet në sistemet e transmetimit video do të mundësojnë dhe shtojnë dimensionin vizual në lëvizje në të ardhmen, aktualisht e vështirë për tu përdorur në qendren didaktike, fonetike dhe grafike, duke arritur kështu një situatë reale të globalitetit komunikues në mësimin e gjuhëve të huaja.

Sidoqoftë është e rëndësishmë të theksohet se përdorimi i kompjuterëve nëpër auditorë përfshin vendime komplekse pedagogjike. Roli i mësimdhënësit nuk ka ndryshuar akoma. Përkundrazi, kjo i ka dhënë një energji të re rolit të tij si një person që sjell risi, udhëheq, instrukton, monitoron etj. Sipas Douglas Brown, askush tjetër përveç pedagogut nuk mund të vendosë qëllime dhe objektiva konkrete, të mbikqyrë dhe të vlerësojë arritjet e studentëve. [17]

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TEMPLATE FOR RESEARCH PUBLISH JOURNAL

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Abstract

Learning english language confideiently is nowdays need. It is more an issue of status however it is of supreme necessity for a good quality job and to flourish in ones career . The gamma of methods to teach English is vast, but not everybody is conscious of the great importance and utility of this language, and one of the reasons why this happens might be because we have not been using a contextualized situation in which our students can clearly see that by learning this language they can access a world of opportunities. Therefore, context has become so important to make students realize .The purpose of this method is to give students a context to learn that language, and, at the same time, to reinforce the background knowledge on something that we all start acquiring when we are born. We consider that a Content-Based Curriculum can be really useful to teach English in our country. Although, there are a few schools in our city that use this method, the contents are a little bit de-contextualized because they use foreign textbooks with information and facts that are strange to us. Unlike those aspects give a powerful reason to learn a second language.

Keywords: *foreign language, learning process, contextualized situations.*

Introduction

English most widely is in communicating around the world. Also it is spoken as the first language .In many countries is playing a major role in many sections like education, medicine, engineering and business. There are many reasons that makes English is the most important language in the world.

Importance of English language ,difficulties learning it

English is a international language .Most of people speak it in all the world.It 's better to know it and having knowledge,because using a foreign language is a good thing that gives opportunities to work ,travel , met new people ,and know different cultures. There

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are several factors that make the English language essential to communication in our current time.

First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and a Sweden) usually use English as a common language to communicate. That’s why everyone needs to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones.

Knowing English increases your chances of getting a good job in a multinational company within your home country or for finding work abroad. It's also the language of international communication, the media and the internet, so learing english is important for socialising and entertainment as well as work!

Who knows ? May be learning english today you will be an translater ,a teacher or an interpretor working an office or giving lessons to students .English is the language of science oviation, diplomacy.Also gives you acess to more of internet .This will allow you to acess billion of pages of Information ,which do not be otherwise aviable.It helps to understand other languages of English.

English has a long fascinating history that spons war ,invasions and influences around globe.Culture that have helped shape modern English include Roman Vikings and French.For that reason is a hybrid language comraised of Latin ,Germanic and many Romace elements.

It is flexible: Non native English speakers who learn it as a second language often comment on how many ways there are today things.For example contries like Singapour have taken this concept to heart inventing entirely new type of English called singlish that has observed factes of others language like Chinese.

Most people who use English as a second language make mistakes .The important thing is to be able to communicate ,because we live in the interconnected world today.We are alive at the same time to have the ability to connect with people who are sharing in the moment history of our planet .Not everyone can be susseful in stading a foreing language .As learners student found so many diffuculies in reading ,listening,especially in spoken.Cause of English is that students didn’t have enough time and partners to practice their speaking skills.

Another difficulties that students found in English language is in listening:When they are listening speakers they need a special skill .The problem in lisening is not really difficult with their problem in speaking .They have not enough practice to do it.

Major part of them never understand English text when they just read it once possible is caused by the new vocabuilarie or new words that find on English text.

One of the tasks when learning a language is commiting to memory English words allow

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go to express yourself regardless of the situation or subject.Students so not understand very well grammar ,which is difficulty leads to a many common mistakes .If they need more help later advertising English skills they can go in course e which allows to study language and rapid progress within small classes.

Isn't enough to want to be fluent in English. In order to actually learn English, you have to like learning English. That doesn't mean that you have to like everything about the culture of English-speaking countries. You don't have to like all American music or all British, Australian, Canadian or American people you meet. You don't have to like them all, but you have to find something you like: music, movies, books, a friend. You have to find something you like and then devote yourself to cultivating that relationship with the book, person, music or whatever it is and not worry too much about your grammar or speaking correctly.

Interest in the English language grew, as evidenced by the beginning of practices that are still key in language description and analysis such as the compilation of glossaries and dictionaries. Learning is the best purpose to realize your dreams.

Conclusion

At the same time, however, English exists in the world today as a means of international communication – as a way for people from different social groups to communicate with each other – and to fulfil this function it would seem that variation in the language needs to be curtailed to a certain extent. That is to say, if the language becomes too diverse it will not remain mutually comprehensible across different social groups. So we have two impulses at work that are seemingly incompatible, or perhaps even in conflict, and the question we are faced with is how to render them as consistent, as both being part of the existence of a single entity we call 'English'. This is one of the central issues in English language studies today – and it's a very modern issue because it has come about as a direct result of the unprecedented position that English now occupies in the world: as a language with global scope which is implicated in the history and present-day existence of societies all around the world.

References: Literature and English language

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SWOT ANALYSIS IN THE WORK ENVIRONMENT

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Abstract

This presentation is of value for everyone because we all are part of a work environment and is important to be efficient at work or in management. Swot analysis (strengths, weaknesses, opportunities and threats analysis) is a framework for identifying and analysing the internal and external factors that can have an impact on the viability of a project, product, place or person.

At the begging of the presentation is explained what is SWOT analysis and which is its aim. SWOT analysis aims to identify the key internal and external factors seen as important to achieving an objective. It is a strategic planning technique used to help a person or organization identify strengths, weaknesses, opportunities, and threats related to business competition or project planning. It is intended to specify the objectives of the business venture or project and identify the internal and external factors that are favourable and unfavourable to achieving those objectives.

It is also presented in this work how can this method of analysing can be effective and helpful since it may be used in any decision-making situation when a desired end-state(objective)is defined.Examples include non-profit organizations, governmental units,and individuals. SWOT analysis may be used also in pre-crisis planning and preventive crisis management. We will see an example of this analysis in this presentation.

Keyword: *swot analysis, work environment, strength, weaknesses, oppurtinities, threats.*

I. Introduction

SWOT is anacronym for Strengths, Weaknesses, Opportunities, Threats. A SWOT analysis is a planning tool used to specify the objective of the bussines or

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project and indentifying the internal and external factors that are supportive or unfavourable to achieving that objective. So in itself this analysis is a data capture used to understand the Strengths, Weaknesses,Opportunities,andThreats involved in a projector in a business.It is proved that a true Swot analysis cannot be done effectively by just one person. It requires a team effort,to reveal the real situation for any strength that needs to be maintained,weaknesses that need to be remedied or changed, opportunities that should be captured and optimazed, threats need to be countered and managed.

This kind of presantation was made according to a call for papers about students. This topic of swot analysis was new to us and it something worth it to collect information upon, turning this to a project to present it to our friends.

II. Swot Analysis in the Work Environment

Objectives

- What is SWOT analysis?
- How it incorporates in the work environment?
- What is work environment?
- What personal characteristics you can include to your SWOT analysis to be efficient at work?
- Example of SWOT analysis.

- SWOT is an abbreviation for Strengths, Weaknesses, Opportunities and Threats. SWOT analysis is an important tool for analyzing the overall position of the work based learning and its environment.
- Work environment is the location where a task is completed, it also includes the physical, geographical location as well as the sorrounding of the workplace , and the process of working.

This kind of analysis is made to improve planning of the work environment. In this environment the individual is faced with many issues included in the SWOT analysis.

These issues may be Internal and External. Let's see in details the examples in each category.

Internal factors	External factors
Strengths may include the organization of good cooperation with the working life.	Opportunities are uncontrollable events that you can potentially purchase.
A weakness could be the lack of sufficient resources for planning their working life.	Threats are uncontrollable factors that may work against you and require you to take protective action.

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What makes us strong?

The question that defines the strength of an individual in the working environment.

- Strengths of work environment
  - Flexibility
  - Teamwork
  - Communication skills
  - Reliability/ Dependability
  - Leadership
  - Strong work /ethic/diligent
  - Works without supervision
  - Problem solving.
  - Planning skills
  - Self-discipline
  - Professionalism

What makes us weak?

What people around you see as weakness? What negative work habits do you have ?

- Weakness is described as the fact or state of not being strong or powerful, or as a quality of someone that is not good or effective.
  It is part of our character and every person has it's own weakness.
- But at work environment weakness might break employees chances of working effectively.
  Examples of weakness at workplace:

- Impatience
- Short fuse or less temperament
- Over-talkative
- Procrastination
- Uncompromising
- Unassertive
- Reluctance to delegate
- Controlling
- Sensitivity

SWOT analysis helps you identify any weakness that you feel that you have but also what others think that you have. Therefore, to asses the weakness one should think about the prospective that the working place requires so you could improve upon.

How to identify the opportunities?

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What new technology can help you? What trends (management or otherwise) do you see in your company, and how can you take advantage of them?

- Any individual has the right to be equal according to the new opportunities, which means that the employees shouldn't be discriminated based on non-job- related factors as age, disability, national origin, race, religion and sex.
- Employees aim to be part of a work environment where they feel valued, recognized and challenged to develop their skill sets and qualifications.
- Therefore, if the organization provides training and new opportunities it benefits the organization as well as the employer. Training, development and new opportunities equip employees with the tools necessary to perform successfully in their current jobs.

What type of Threats is out there that can undermine your work, its goals, and its mission?

- External threats are anything outside your work environment that can negatively affect its performance or achievement of its goals.
- SWOT analysis again gives you the opportunity to take in consideration every threat that risks your work.
- Threats are external conditions that you do not control but the effect of which you may be able to lessen. For example:
    - Negative trends in your field that diminish jobs
    - Competitors with superior skills, experience, knowledge
    - Competitors who went to schools with better reputations
    - Limited advancement in your field
    - New technologies
    - Limited professional development in your field
    - New and existing competitors
- Threats vary from inflation, new legislation or even a new competitor, to staff shortage within the organization.
- Sometimes you can turn a threat into an opportunity, such as a new technology that may displace on of your methods of working into a more efficient one.

Let's see how swot analysis can be used in the work environment. In this case is in teaching.

Work Environment (Course center of foreign languages and technology. Smart Center, Vlore , Albania. Being part of a

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center that teaches foreign language in Albania it's a real challenge.

- Let's begin with our Strengths as an organization.

Strengths	Weaknesses	Opportunities	Threats
- Leaders in the language teaching market - Powerful brand recognition. -Super professional friendly team International examinations test center.	- Constant needs for more classrooms.	- Trusted by the community. -Authentic Web-based test that can be spread across Albania and nearby countries. -Having a stronger online language school with a team of qualified native teacher.	- Being in a market of often corrupted test centers, we might risk the reputation of SET if we have other manage it (the test).

- Due to the studies made it is concluded that :

After the SWOT analysis is completed is important to give answer to some question that arise. For example:

- What problem can be handled now?
- What else should be identified or verified?
- What can be planned for the future ? Etc.

And than keep note of every progress.

- But this analysis it can be very subjective because depends in what work environment can be used. Anyway it can be used as a guide also with other tools of analyses.

I choose to close this presantion with this sayings by Thomas Edison that hope they be a motivation to all:

"Our greatest Weakness lies in giving up. The most certain way to succeed is always to try one more time."
=Thomas Edison=

"Opportunity is missed by most people because it is dressed in overalls and looks like hard work." Th.E.

"PASSION is the difference between having a job or having a career."

Acknowledgement

I would like to thank my friends Klaudia Kungulli , Fioralba Hamataj and especially Ilna Pashaj that supported me in making this presentation. Special thanks also to our proffesors that always motivate us and make us part of this initiatives which allow us to express ourselves and get invloved in research work.

Conclusion

In the end of this presentation I am sure that everyone created an idea about what Swot

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analysis is and how can be used. Which are its advantages and disadvantages exist but we should look only this positive side of everything in order to succed, according to me this is the key to a succesful achievement.

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ADVANTAGES AND DISADVANTAGES OF USING INTERNET

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Abstract

In the era of globalization internet plays a vital role in all spheres of life and industries. Internet is very famous nowadays for satisfying people with various services related to various different fields. It is a very versatile facility, which can help you in completing many tasks easily and conveniently with few clicks. It can be any work of daily usage or any specific service, which needs a lot of research and formalities to be done beforehand, as well as this marketing, is not an exception.

This work emphasizes on details of advantages and disadvantages of the Internet in realtion to research work

Keyword: *Internet, Advantages & Disadvantages, Entertainment, Informations*

I. Introduction

Modern life has become easier and the people of the world have to thanks to the immense contribution of the internet technology to communication and information sharing. There is no doubt that internet has made our life become easier and more convenient. We can use internet to communicate with people around the world, doing business by using internet, make new friend and know different cultures, searching information, studying and etc.

The internet not only allows for communication through email but also ensures easy availability of information, images, and products among other things. Every day the internet continues to provide a new facility, something new that is immensely convenient and that makes life more easier for web users. However, the internet also contains some unwanted elements or disadvantages. The following are the advantages and disadvantages of the internet.

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II. Advantages of the Internet

Firstly, the internet can let a person to communicate with people in virtually any parts of the world through the internet or e-mail, without having to leave his room. E-mail allowed peoples to communicate with minimum of times. It is now possibles to send a message to any parts of the world through a simple e-mail address and the message is delivered in matter of seconds. Every companies is using e-mail in business. The convenience of e-mail has allowed businesses to expand and communicates with their vendors and customers located all over the world in records times. Personal communication has also become more easier thanks to e-mail. Chat rooms, video conferencing are some of the latest additions in this technology and these have allowed peoples to chat in real time. Besides, there are a lot of messengers services in offering. With the help of such services, it has become very easy to establish a kind of global friendship where you can share your thoughts and explore other cultures. The internet also allows people within an organization to easily communicate and share informations.

Second, information is probably the biggest advantages that internet offers. Internet is a virtual treasures trove of information. Any kinds of information on any topic under the sun is available on the internet. The search engines like Google, Yahoo are at your service through the internet. There is a huge amount of information available on the internet for just about every subjects known to man, ranging from government law and services, trade fairs and conferences, market information, new ideas and technical support, the lists is simply endless. We can uses these search engines, websites dedicated to different subjects and large amount of articles and papers are available for perusal in a matter of a few seconds.

Forums on a number of sites allow peoples to discuss and share their thoughts and informations with others located at different places all over the world. Whether this information is the latest news happenings in the world or information about your favourite celebrity, everything is available at your finger tips. A huge cache of data is available on the internet on every single subjects. With this storehouse of information people can not only increases their knowledge bank but can do so without wasting their time through traditional means such as visiting libraries and conducting exhaustive research. With internet, students can save their times to search for information and using their time to do other works.

This is particularly relevant for students who can use this wealth of information for their school projects and also learn new things about the subjects they are interested in. In fact this internet is for many schools and universities that are now able to assigns projects and work to the students and follows their progress which can be easily posted on the school or university internal websites. Online education has grown at a very fast pace since internet allow the development and uses of innovative tools for

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imparting education. University students and lecturers can communicate through internet. Besides, some universities are also offerings far distances courses to make study become more inefficient and convenience. Internet become a gateway for those who wants to learn but cannot afford the living fees at foreign countries.

Thirdly, entertainments is another popular reasons why many people prefer to surf the internet. In fact, the internet has becomes quite successful in trapping the multifaceted entertainment industry. Downloading games or just surfing the celebrity websites are some of the uses people have discovered. Even celebrities are using the internet effectively for promotional campaigns. Besides that, there are numerous games that can be downloaded for free. The industry of online gaming has tasted dramatic and phenomenal attentions by game lovers. The internet has also revolutionized the entertainments industry. People nowadays no need to go to a cinema hall to watch your favourite movie. Instead of watching movies at cinema now have companies offering their services where you just can downloads or order your favourite movie and watch it with a fast internet connection. Besides that, you also can download other important software or your favourite music in a matter of few minutes. There are a number of shareware programs that allow you to share and download your favourite music and videos. The internet also allows people from different cultures and background to connect with each other. Internet gaming is a huge business and allow enthusiastic gamers to compete against each other in games even when they are located far apart. Likewise dating has also allowed people to find their prospective soul mates.

Through the internet, shopping has also got a complete makeover thanks to the contributions of the internet. You have many website selling a varieties of products online and one just need to select or bid for the desired product and entire financial transactions can be conducts through the internet. E commerce has got a facilities because of the internet and entire global business deals can be conducted over the internet. Transfer of money is also no longer a times consuming job and with just a click of a button you can easily transfers funds to any place you wish. Some of these services of courses come at a price. The internet has made life very convenient. With numerous online services you can now performs all your transaction online. You can books tickets for a movie, transfer funds, pay utility bills, taxes etc, and right from your home. Some travel websites even plans an itinerary as per your preferences and take care of airline tickets, hotel reservation etc. by using internet, consumers can compare the prices of product before making decisions to purchase.

People who believes that impacts of internet on students is positives said that internet help students by providing them the handy material and resources for their studies. It is a big reality that now students takes a lots of help from internet. Students have any problem regarding their studies or their daily life they can finds lots of solutions of that

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problem from internet. There they can find out articles of scholar and other professional people which would be helpful for them. They can take lectures from different academics on different topics.

One of the most important benefits of internet is that students can earn from internet through bloggers. Students can take interest on earning through internet. It would be a great source of income for them and also it would provide them a big experience of writing. The students who are interested in media and wanted to be a writer in the future must do this work. This would increase their professional skills which would lead them towards great future.

Students can also use internet for the social connectivity and there are lots of social media websites which mostly students use for social networking. Such as Facebook, Twitter, Weibo etc are the famous social networking site. Students can contact themselves with the foreign students and discuss them on different issue to enhance their skills and knowledge. By using internet wisely, students can get many information to enrich their knowledge.

III. Disadvantages of the Internet

However, for all its advantages and positive aspects, the internet has its dark and ugly side too. The recent rumours that mongering about racial riots in Kuala Lumpur which in created a furores, just goes to show how this tool, with its unrivalled reputation as an information assassinations and company reputations can suffer if internet facilities are abused, especially by those with an axe to grind.

Besides that some students will spend too much of time through the internet. Students are likely to neglect their studies. If the movie has too strong a hold even elderly people are likely to neglect some their important work. Students might lose concentrate on their studies because they spent too much time on internet. Some of them canââ‚¬â„¢t even divide their time to do homework but they spent their time on watching movie or chatting with their friends through internet.

While the internet has made life easier for people in many ways it is also reflecting an uglier side to its existence through a number of problems that it has thrown up for its users. With a large amount of information freely available on the internet theft and misuse of this information is a likely possibility. Time and again you see cases of people using someone else's information and research and passing it off as their own. Children nowadays seem losing their ability to communicate with others. They are used to communicate with others via internet but they cannot communicate with others face by face fluent. It was a strange sight that internet had make people losing their ability to communicate. It is because people now are over depending on internet.

Another problem or disadvantage of the internet is that it has allowed a great deal of anonymity to a large number of people who may access the different websites, forums and chat rooms available. This has allowed

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perverted individuals to at times take advantage of innocent people and abuse their trust. We can always hear from news that cheaters used internet to make crimes. The cheaters will make friends with single ladies and cheat them by using sweet words. Lonely single ladies are very easy get in trap of these cheaters. These cheaters normally will cheat these ladies to bank-in money to them. Some of the cheaters try to borrow money from these ladies.

There are a host of games that are available on the internet and this has made most children to shun all outdoor activity. In the absence of physical activity, children can easily fall prey to a lot of lifestyle related diseases such as obesity, apart from failing to develop interpersonal skills. Apart from these factors, sitting continuously in front of a computer screen can seriously damage our eyes, and put a strain on our neck and shoulders. Children are in their developing years and these factors can create life-long problems for them. Children will become more violence because affected by internet games. There are too many internet games that contain violence content and it may affect negative influence to children.

Another disadvantage of internet is harmful to little children. Children nowadays are explored to internet and they are used to maintain internet as their daily life. This is one of the greatest threats internet poses to children. Internet has provided an easy medium to children to gain access to pornography and this can cause them to either become sexually-deviant or sexually-addictive. This phenomenon has also caused another problem, and that is the increase in prevalence of sexually transmitted diseases (STD) in children. According to reports, one out of every four teenagers gets infected with a STD every year. The adult content that is present on the internet promotes irresponsible sex and creates false notions in the minds of students.

If you have been following news lately then you must know what we are referring to. Children have been lured by paedophiles posing as good Samaritans and have been physically abused and molested. Internet has also made it easy for unscrupulous elements to get in touch with children and this has led to an increase in the cases of kidnapping and identity thefts. About 60% young teens in the United States have admitted to responding to messages from strangers. This kind of behaviour is extremely risky and has made children extremely vulnerable to become victims of cyber-crime.

Conclusion

The points mentioned above have posed new challenges to teachers and parents. There are demands from various quarters that there should be some sort of regulation to check this issue. However, we believe that instead of making internet a taboo, we should educate children to use it for their benefit. It is advisable for parents to monitor how much time their children spend on the internet, and if possible set a time-limit till which they would be allowed to use the internet. Having the computer in the living-room instead of a child's bedroom can also ensure censorship on what they are accessing on the internet. It is also important

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that you talk to them about 'the birds and the bees' because if you do not talk to them, they will turn to their friends and internet for answers which may not provide authentic information. Parents play important role in this content and they have to pay attention on their children despite them get affected by internet.

The internet focused on the negative effects, it in no way means that we are undermining the importance of internet in our lives. We have written this article for the internet audience, and you are reading it through the internet, which itself explains the positive side of internet usage. It is for us to decide whether we use technology for the betterment of our lives or put it to unabated abuse. Children may not be mature enough to understand this, but us as parents, teachers and guardians need to ensure that we inculcate the right behaviour in our children. Lastly, we have to take the responsibilities to guide out children to use internet wisely and ensure them to get right information from internet.

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WEB LANGUAGE

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Abstract

The thesis deals with language of the web also known as netspeak which was of course created when the internet itself was created and since it was a new thing, new words for it had to be created. Web language has become very rich,rich in words phrases, acronyms etc. When we talk about the language of the web we refer to jargons, its technical terms, abbreviations, slang words and even those imagies known as smileys. Netspeak is even influencing the way people do face to face communication, at least young people who are much more in contact with the web than older people This trend of using web language probably started when social networks like facebook, twitter, instagrametc become greatly popular. Since then they are the most important means through which web language is being spread across the internet.

Keyword: *acronyms, email, social network, smileys, leet, otaku language, internet meme, slangs*

Introduction

The language of the web was created when the internet itself was created and since it was a new thing new words for it had to be created. This langauge has become very rich in words because when we talk about it we refer to its jargon, its technical terms, abbreviations, acronyms slang words and even those images known as smileys. In the beginning these terms were technical and it was not as large or complex as it is today. The first web words were those like :

Edit (meaning correct or modify),

Bug (a computer error),

byte (a unit of digital information)

As time passsed web langauge become more complex adding terms like ASP (application service provider) or AND (advanced digital network). Many web terms as the ones mentioned above are technical and can only be understood by specialist. Internet and computer were first coined in an english

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speaking country so it is normal that the first web words would be in english.

Acronyms

The most common way to communicate on the internet is by using acronyms. To people who are not frequent internet users understanding their meanings might be impossible. They are even used by young people outside of the web. There is a great number of acronyms and they vary.

Simple or common acronyms :

ASAP (as soon as possible)

TTYL (Talk to you later)

NP (no problem)

NVM (nevermind)

TTLY (talk to you taler)

But there are also acronyms which are used not that often and which might be hard to understand even to a daily web user:

ITSFWI (if the shoe fits wear it)

OOAK (one of the kind)

WYWH (wish you were here)

Many acromyms were first used in text messaging and the people who created them were young people for the purpose of easing or making communication faster or more practical. The most popular acronym af all is LOL (laugh out loud).

Email, social network

Email and social networks started to become popular in the last years. They help connect people from all around the globe and those people who started using them also contributed by enriching them with new words, expression etc. The most known and used are Gmail, Facebook, Tumblr, Instagram etc. The share similar web terms with each other. Facebook for example is an online network where people can socialize with other people. "Send me a friend request" is used in this social media which doesnt mean that you send somebody, lets say an email and you automatically become friends but it is just a certain function typical for Facebook wich consist of adding people to a certain list called "friends". Chat is also a word used in some social media meaning talk to someone. People may say: "Unfriend me do not like like what I post" but the meaning of this sentence has not to do with the first meaning of friendship nut it means Remove ne from your friend list of friends. Also asteriks are part of web langauge. People use them to suggest a physical contact with the person they are chatting. For example get a heart attack or eating sushi. This kind of action makes up for the lack of real emotion in online communication

Videogame language

Videogames were also added to the web since their were very popular among young people and it also has its own langauge or vocabualry. Almost all of it can only be understood by gamers. Since there are an infinity of videogames on the web there are also infinity of words and terms about them. Some of the most commonly used are :

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Online game : Video game that can be played with other people

Offline game: play against the computer

MMORPG: Massively Multiplayer Online Role playing game (a game in which you play with a massive number of people from all around the world at the same time)

ACE: solo winner

AE: area of effect

These acronyms were intentionally created for the fact that gamers say that in an online game every second counts and so abbreviations and acronyms are essentail to them.

Smileys and Emoji

Smileys are numbers, letters or punctuation marks arranged in such a way that thay form a sort of face. They are part of web langauge as well. Each smiley conveys a certain emtion or even a message and since they resemble faces we can easily find out the type of emotion. Commonly used smileys:

:p Smiley with tongue hanging out which is used after a funny comment

;) winking smile

XD smiley which resembles the face of a person who is laughing a lot

:D Wide smile

Nowdays they are replaced instantly by the images as soon as you type a correct character they form a anemoji. Emoji are pictographs of faces, objects and symbols. They are widely used all over the internet and sometimes a person who does not use them is labled negatively. May be considered as boring and so on but also if someone over use them may result in people labeling them as immature or it may leave the impression that you are not taking the coversation seriously.

Leet

A more complex secret langauge is Leet. Generally it involves replacing letters with numbers but people may use even symbols or punctuation marks. Some examples

2L8 too late

2U2 to you too

?4U question for you

4GM forgive me

In the past "Leet" was only used by a few people like hackers who are believed to have created it in order to communicate with other hackers. In the beginning it was a secret langauge but nowdayshacers no longer use them because leet has passed into general use.

The otaku language

Otaku original meaning means "house" in japaneselangauge. Now otaku is also used to describe people who spend a lot of time in front of computers or people who are obssesed with computer technology. Otaku refers to them who like animes or manga (type of comic book). The otaku culture has an element of cuteness, it refers to cute words for example the word "Kawai" is

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actually a misspelling of the words "kawaii" wich means cute and "kowai" which means scary. However due to the fact that the word kawai has been overused on the web the fact that it is a misspelling was ignored or forgotten. Some other otaku words used in web are :

Ecchi(Percent)

Yosh(alright)

Neko(cat)

Since the otaku is Japanese the words used in the web are also in Japanese.

Internet Memes

Another way which new expressions, words, acronyms etc were and still are intoduced to the language of the web is through so called "internet memes". Internet memes may have the form of an image, drawing, video, picture, website or hashtag. They also can be called reaction face which convey certain emotion in response to something that has been said. They are usually spread on the internet through social networks. New internet memes are born everyday, some are based on famous people and others by random people who did something which caught everyone attention. For example

The Yao Ming meme which was based on a photo of him taken on a post game conference.

"You dont say?" Used as a sarcastic response to an obvious observation or statement. This face is based on on a cotour drawing of Nicholas Cage

"Seriously?" Used as an reaction to overwhelming ignorance or stupidity+

"Poker face" people on internet use this when they are in an embarrasing social situation

"Forver Alone" Used to express loneliness and disappointmend in life.

"Okay" This expression related to the " Okay Guy" internet meme is used to convey a feeling of hopeless resignation.

"Genius" Used to marvel at someone stupidity

"If you know what I mean " it is used to point out a double meaning of a statement

"Y u no" (why you dont") used as a way to bring someones attention to a particular subject or issue

"Challenge accepted" Used to indicate that someone is willing to complete a difficult task

These might look like ordinary expressions used out of the internet but are in fact part of web langauge and each expression can have more than one use.

Web language used outside the internet

A lot of web langauge is being used in the real world because of the great influence that the internet is having on us. Since the internet has become an important part of our lives its influence in our daily speaking is inevitable. It propably started when socail networks become greatly popular, acronyms which we usually use on facebook are used by people outside of it. For example people

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may say LOL after something funny has been said. In a way people have become so connected to the interent that they have become "disconnected" to real lifer and that is why this phenomenon is happenig. This phenomenon has attracted the attention of many psychologists and lingustics who are concerned and also studying the possible effect of web language on linguistic and psychological aspects. The trend of using acronyms on other aspects of web langauge may affect even those people who are not that much online. They may also start to use them unconsciously or spontaneously if they hear them frequently. Other people say that if the intentional grammatical and spelling mistakes commonly may influence people negatively expecially children who are in a age of learning. These are theories or just speculations because you may be a daily web user but it does not necessarily mean that web langauge will influence the way you talk out of the internet.

Conclusions

Web language is changing very rapidly thanks to the great contribution of social networks. Web languge it is not the same as 10 years ago and it probably wont be the same after 10 years because many expressions have disappeared or have become old fashioned. This langauge is even influencing the way people do face to face communication, at least young people who are much mpore in contact with the web than older people. This might be changing english or other language in a negative way. Many internet expressions are used out of the interent but in dictionaries they are ignored, there are no entries for them or at least most of them. There seems to be a "maybe" or a "perhaps" to everything related to web langauge so it is definitely unclear what web langauge will be in the future.

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ENGLISH AS AN INTERNATIONAL LANGUAGE

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Abstract

As indicated in the title, this paper provides a brief overview of English as an Internatonal Language (EIL) by elaborating it as a paradigm and discussing concepts that are closely related to it. In doing so, the paper covers sections of English in relation to globalisation, english as dominant world language,the importance of English in the World International Business, identity, its varieties, other language. Prominent theories and previous research results are presented throughout the paper. In general, EIL as a paradigm suggests that the spread of English is no longer a simple result of migration or colonisation rather it involves multiple reasons, backgrounds and issues.

Key words: *English as an International Language, globalisation, dominant, paradigm, World International Business, identity, migration, colonisation , multiple, backgrounds*

Introduction

English is an international language, spoken in many countries both as a native and as a second or foreign language.

It is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language. English is spoken habitually in the United States, the British Isles, Ireland, Canada ,Australia, New Zeland, Republic of South Africa, Liberia, and many territories under the United Kingdom and a second language, and an additional 100 million people use it fluently as a foreign language. As a rough estimate 1000 million or one billion people around the world have some knowledge of English either as a native language as a

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second language, or as a second language, or as a foreign

Language

1 .English as a world language.

Today, when English is one of the major languages in the world ,it is difficult to realize that this is a relatively recent thing – that in Shakespeare ‘s time, for example , only a few million people in Europe Spoke English and that it was unknown to the rest of the world. English has become a world language because of its establishment as a mother tongue outside England, in all continents of the world .This exporting of English began in the 17 century, with the first settlements in North America .Above all, it is the great growth of population in the USA that has given. The English language present standing in the world.

People who speak English fall into one three groups:

-those who have learned it as their native language

-those who have learned it as a second language in a society that is mainly bilingual

-and those who are forced to use it for a practical use.

One person in seven of the world’s population belongs to one of these 3 groups.

English has been the considered to be the first global Lingua Franca. In today’s modern world the English language has become part and parcel of every existing field. It has been an international language of communication, business, science, information technology, entertainment and so on. Earlier everyone is considered to be literate by their degrees and diplomas, but the knowledge of English language makes an individual literate in today’s world. Though many countries do have English as their native language, those who have the command over the English Language are considered and respected as highly educated. Moreover they ocean of career opportunities are opened to those English speaking people anywhere and everywhere. It has become the working of English and also an inevitable requirement for a number of fields, professions such as computing and medicine.

2 .Studying foreign languages.

It is very important to study foreign languages so that people all around the world can understand one another. We have many reasons to study them .We need it for travelling abroad , for reading foreign book, newspapers ,magazines, for business communication, for corresponding with our friends, for cultural reasons (watching films, understanding lyrics etc).

Nowadays the most important language for the communication is English .We come across English expressions more and more in technical and electronic scientific circles people use as well. At every international meeting participants speak English, during sports matches we hear mostly English. Methods of learning English are highly variable depending on the student's level of English proficiency and the manner and

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setting in which they are taught, which can range from required classes in school to self-directed study at home. In some programs, educational materials (including spoken lectures and written assignments) are provided in a mixture of English and the student's native language. In other programs, educational materials are always in English, but the vocabulary, grammar, and context clues may be modified to be more easily understood by students with varying levels of comprehension. Adapting comprehension, insight oriented repetitions and recasts are some of the methods used in training. However, without proper cultural immersion (social learning grounds) the associated language habits and reference points (internal mechanisms) of the host country are not completely transferred through these programs. As a further complication, the syntax of the language is based on Latin grammar hence it suffers inconsistencies. The major engines that influence the language are the United States and the United Kingdom and they both have assimilated the language differently so they differ in expressions and usage. This is found to a great extent primarily in pronunciation and vocabulary. Variants of English language also exist in both of these countries.

The English language has great reach and influence, and English is taught all over the world. In countries where English is not usually a native language, there are two distinct models for teaching English: Educational programs for students who want to move to English-speaking countries, and other programs for students who do not intend to move but who want to understand English content for the purposes of education, entertainment, or conducting international business.

The differences between these two models of English language education have grown larger over time, and teachers focusing on each model have used different terminology received different training, and formed separate professional associations. English is also taught as a second language for recent immigrants to English-speaking countries, which faces separate challenges because the students in one class may speak many different native languages. EFL, English as a foreign language, indicates the teaching of English in a non–English-speaking region. Study can occur either in the student's home country, as part of the normal school curriculum or otherwise, or, for the more privileged minority, in an anglophone country that they visit as a sort of educational tourist, particularly immediately before or after graduating from university.

TEFL is the teaching of English as a foreign language; note that this sort of instruction can take place in any country, English-speaking or not. Typically, EFL is learned either to pass exams as a necessary part of one's education, or for career progression while one works for an organization or business with an international focus. EFL may be part of the state school curriculum in countries where English has no special status (what linguistic theorist Brai Kachru calls the"expanding circle countries"); it may also be supplemented by lessons paid

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for privately. Teachers of EFL generally assume that students are literate in their mother tongue. The Chinese EFL Journal and Iranian EFL Journal are examples of international journals dedicated to specifics of English language learning within countries where English is used as a foreign language. A foreign language is a language originally from another country than the speaker. However, there must be defined distinction between foreign and second language. It is also a language not spoken in the native country of the person referred to, i.e., an English speaker living in Spain can say that Spanish is a foreign language to him or her. These two characterisations do not exhaust the possible definitions, however, and the label is occasionally applied in ways that are variously misleading or factually inaccurate.

Some children learn more than one language from birth or from a very young age: they are bilingual or multilingual. These children can be said to have two, three or more mother tongues: neither language is foreign to that child, even if one language is a foreign language for the vast majority of people in the child's birth country. For example, a child learning English from his English father and Irish at school in Ireland can speak both English and Irish, but neither is a foreign language to him. This is common in countries such as India, South Africa, or Canada due to these countries having multiple official languages.

The purposes of second language learning are often different from foreign language learning. Second language is needed for full participation in the political and economic life of the nation, because it is frequently the official language or one of two or more recognised languages. . It may be the language needed for education. Among the purposes of foreign language learning are traveling abroad, communication with native speakers, reading foreign literature or scientific and technical works. There are some major differences between foreign and second language teaching and learning.

3 .The Importance of English in the World of International Business

English is now a global language that belongs to all those who speak it.' (Nigel Newton, publisher) It is the technology that allows people to travel further and faster then ever before .It is the Internet that links people regardless their nationalities and countries they live in. And technology is also the reason why lots of business people are active globally and why more and more entrepreneurs are on the move than ever before .In this world full of the state -of -the -art technology English serves as a uniting element in many situations, giving all entrepreneurs and small companies a better chance on the market and an ideal comparative advantage over those who lack the ability to communicate in this language.In an article, The economist noted that more and more global companies have adopted English as their main language It is also worth noting that English is being adopted by international companies from countries that don't speak English to become

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the official language, replacing their own native language.

There's still a lot to learn, but success stories do exist. Adopters will find significant advantages Hiroshi Mikitani of the Rakuten Group in Japan is one example. As the operator of the chain Uniqlo, he made his entire staff learn English and once made a warning to fire or at the very least, demote those who were not very fluent. Mikitani holds the belief that the language of English helps in promoting attributes such as creativity and free thinking among employees. .Another example is Yang, the CEO of the Lenovo Company in China. At the age of forty Yuang made it a point to become highly fluent in English. By doing this, he set a personal example for the entire company. Yuanng made it a point to watch American TV and learn with a private tutor everyday despite his grueling schedule. Currently, he is able to conduct each board meeting in English fluently. Trends such as these mean that English is becoming more and more important in career development.

4 .English, the dominant world language.

English has without doubt achieved some kind of global status as many countries adopt the language they consider to be synonymous with economic success and a cosmopolitan culture. However ,factors such as the increasing numbers of speakers of other languages ,including in English -speaking countries, an increase in bilingualism and growing anti -American sentiment in some parts of the world ,all indicate that English may not occupy an entirely stable position in the world .This essay explores some of the reasons why English has become so widespread of international communication ,is unlikely to take place.

5 .Albanian Language in General Globalization

Albanian Language in General Globalization is known to be involved in all fields of activities globalization goes to the benefit of those who are more powerful in the respective field .Further more,in international circles has already been expressed a fright from extreme globalization when someone could pass onto monopoly of a certain field through it. As a consequence of globalization, a language that has higher prestige and other greater capabilities, and these depend on a higher level of economic ,technological, scientific, political etc .levels and based on these it is more developed generally ,it exercises impact on other languages that have lower levels in these fields and consequently are less developed .As a result of this, the Albanian language,as a language with low impact on other languages and a lower level of development, and as it can already be seen, with limited abilities for its protection, it may only suffer from the phenomenon of globalization.

Conclusion

However, despite these factors English is unlikely to dominate the world .English speakers are still the minority of the world's

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population. There are also increasing numbers of bilingual and multilingual speakers, even with English-speaking countries.

Another reason why English will never dominate is because of a growing anti-American sentiment.

Wallraff suggests that there may be …a backlash against American values and culture "and that this could lead to a resistance to learn the language of the United States.

Finally in a world of rapid technological change and increasing political instability it is difficult to predict what the future may hold. Although English has enjoyed a period of great expansion as a language of international communication, it is unlikely it will eventually dominate the world.

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SELF IMAGE

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Abstract

In this paper, we're going to be exploring how to understand and transform your self image.

Self Image is a subconscious framework for how you see life and yourself and what you believe and what you think is true. Every belief that you have, even what you think is possible is part of your self image.

For example:

If you think is possible for you to be earning a million $ a year. Do you believe that? If you do, that is part of your self image. If you don't, if that sounds ridiculous to you, if that sounds like a fairy tail then that's not part of your self image.

Key words: *self image, behavior, social impact*

Introduction

So what is happening here, is that your mind is creating a map, a mental model of reality and how the world works and this model, what's really tricky about it, is that it's mostly subconscious, you're not aware of it, you're not aware of all the assumptions that you make about how world works, how society works, how life works and how you work. "Who you are".

So you got this self image and this self image is like a large ball of yarn. Imagine a ball of yarn this big (use your hands) and there's literally hundreds of strands of yarn in there and it all tangled up and bunched up together and that's built up over time. The key is that all the experience have come in and taught you different lessons, give you different beliefs and assumptions and it's allcongealed into this tight ball of yarn and it's a pretty big mess in there.

And what's powerful and important about all this, is that it is determining your own actions. 95% of your behaviors and actions ate subconscious, so the results in your life are largely subconscious. You're not conscious of the results you're getting. And your mind is like a thermostat. It tends to keep you in a state of equilibrium, so that is why is hard to make change and that's why you're stuck where you are right now. The key point here. The most important lesson is that anything that you really believe to be

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true is something that you're going then to align your behaviors and your actions with. So your behaviors and really you're whole personality and what you think of yourself, what you think of the world and how you then go and act the things that you then do in your life all are shaped by what you believe to be true.

Let me give you some examples now of what self image is on a practical label. So let's talk about thoughts about you. What do you see yourself as?

Because who you see yourself as is what your life is going to reflect. Never forget this!!!

Your thoughts reflect your life. Let's suppose that I am for example a poor speller. I'm not good at spelling and that’s because I've got all this evidence to back it up. I've always failed spelling test, people keep telling me that I'm a bad speller, and so I must be a bad speller right?. Well maybe you are, maybe you're not. Now the fact is that this belief is in the subconscious now, in that big ball of yarn, it's part of your self image and now your life is going to start to reflect that and it's going to create self filling prophecy effect which can be extremely dangerous.

If you strongly believe that you're a poor speller, what chances do you have of becoming a good speller?. Very little, right?.

It's really dangerous when you believe something so much about yourself when most often its not true. But you believe that and you become that eventually. So what's the solution?

Simple- Develop Awareness, be aware of every thoughts that goes in your head, of every word that comes out of your mouth and the actions you do.

You must read books on how the subconscious works because it is the power center of your results. The subconscious is where 95% of your actions are coming from and that's what you got to work on.

Your subconscious mind plays a key role in yours results in every part of life. If let your subconscious control you, your life will be miserable and you won't even know why.

Your subconscious mind controls your beliefs, your self-image, your habits, your tastes, your strengths, your weaknesses, your motivation, your values, your skills, your memory, your emotions, your worldview. It can be your greatest ally if you learn to use it, or it can be your greatest enemy if you let it control you.

Most of the things you do throughout the day are handled by your subconscious mind. If you're good at something, your subconscious is well-trained in that area. If you're bad at something or struggle in some part of your life, then your subconscious is limiting you in some way, either through negative beliefs, negative habits, or negative self-image.

Don't think of the subconscious as a dark collection of your deepest fears and repressed memories. The subconscious is simply that part of your brain and body that

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doesn't have awareness of itself. It's like your low-level operating system. It is neither good nor bad. It is necessary for your survival and functioning as an animal. And you have to be an animal first if you are to be conscious at all.

Acknowledge that you indeed have a subconscious mind and that it has enormous influence in your life

Conclusions

Important aspects of the subconscious mind:

•Beliefs — Your beliefs are not so much logical, as deeply imprinted in your subconscious. You have gut-level reactions to many of your deepest beliefs. These beliefs can cripple or empower you.

Habits —

•Skills —All sorts of skills, from fine-motor skills, to dumb skills like chewing your food and blinking your eyes, to high-level skills like negotiating business deals, inspiring your team, or cracking jokes.

•Memories — The subconscious stores all your memories in great detail, which can be retrieved on a whim.

•Self-image (identity) —Your beliefs about yourself. Who you think you are: what you value, what you can and cannot do, what you're good at, what you're bad at, what you like, what you don't like, how attractive you are, how confident you are, etc.

•Mental Habits — How your mind tends to think: what kinds of thoughts you tend to have, what kinds of things you tend to worry about, how you interpret events, assumptions you make.

If you continue to believe as you've always believed, you will act as you've always acted and you'll get what you've always gotten.

"To make a deep mental path, we must think over and over the kind of thoughts we wish to dominate our lives".

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THE QUALIA STRUCTURE IN ALBANIAN LANGUAGE

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Abstract

This study deals with the way Qualia can be used in order to analyse a certain language. In our case, it is Albanian. Qualia structure is a term used to indicate a various aspect of a word's meaning defined based on the relation between the concept expressed by the word and another concept that the word evokes (Pustejovksy and Jezek.2016). The corpus that has been selected is OPUS2 Albanian containing 46,304,346 words as part of comparable corpora. Sketch Engine, as a fundamental software, has been used in order to analyse the Qualia relations. The Qualia relations are used to express different functions of a certain term. These relations are called roles and they have been established in four main categories: formal, constitutive, telic and agentive. It has been decided to analyse five nouns and one verb. Two out of five nouns are natural entities, while the rest of them are artefacts. Knowing that Qualia structure acts differently in different languages, the outcomes of the study were quite unaccepted. Comparing different nouns and the way they are framed within qualia, has been verified that there are cases where a certain term acts differently according to the context. Therefore, the results of the study show how nouns could be classified as an artefact or as a natural entity. Semantics does help in understanding the relations that Qualia expresses. Because of that, Qualia can be used also as a certain "Albanian Dictionary", in order to determine what the right word in a certain context is.

Keywords: *Qualia, roles, corpus, artefacts, natural entity*

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1. Introduction

Studies regarding the qualia structure in the Albanianlanguage have not been done previously. For this reason in this paper, we will see different ideas that will come up.

The study of reference is "A Guide to a Generative Lexicon Theory: Introducing Qualia Structure" (James Pustejovsky, Elisabetta Jezek, 2016).

The corpus selected to elaborate the lexical units is OPUS2 Albanian containing 46,304,346 occurrences. It is the only Albanian corpus containing information of a politico-cultural character, and can be interrogated via Sketch Engine. Using this platform, 100 results were taken under examination for each term.

Trying to represent in the best way the Albanian language 5 nouns and one verb were taken into consideration. Two out of 5 nouns were natural entities while three were artefacts.

2. Nouns

As was previously mentioned, 2 terms (liqen, qumësht) refer to the natural entities, which refer to the not intentional ones with natural origins. The final three words were that were taken under investigation are artefacts (bibliotekë, telefon e shishe plastike) and they are intentional with a certain scope.

2.1 Natural Entities

The first term that was selected is Liqen (Lake). The qualia structure of this natural entity seems to be quite interesting and different from what was expected. This word has been verified quite common as part of a lexical-syntactic pattern including the verb notojnë, hidhej, zhyten (swim,throw,dive) + Locative Preposition në (in) + liqen (Lake) and it is verified in a total of 36 occurrences. The following examples illustrates it.

Ex.1|… që <u>do të hidhej në liqen</u>.
… that <u>will be thrown in lake</u>.

From the occurrences that were verified in the corpus, we have the final qualia roles for this natural entity.

$$\begin{bmatrix} \text{Liqen (lake)} \\ \text{QUALIA} = \begin{bmatrix} \text{F} = & \text{hapsirë (space)} \\ \text{C} = & \text{lëng (liquid)} \\ \text{Tn} = & \text{kontenier (conteiner)} \end{bmatrix} \end{bmatrix}$$

The natural entities do not have an agentive role, as long as they come up due to the nature origins. Tn means that the telic role is natural, so the n stands for natural. The following example illustrates the qualia roles.

Ex.2|…nivelet e rrezikshme të ujit në liqen … liqeni u derdh dhe përmbyti rrugen …
… the dangerous level of the lake…the overflow of the lake did flooded the road…

It seems quite interesting the fact, the most frequent word that follows the natural entity, with 17 occurrences is the adjective artificial (artificial).

The result is a qualia structure that sees the term as an artefact Liqen Artifical (Artificial Lake). The adjective artificial modifies the

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noun liqen, and therefore the telic role is "updated" and takes a new function.

$$\begin{bmatrix} \text{Liqen Artificial} \\ \text{QUALIA} = \begin{bmatrix} \text{F} = & \text{hapsirë (space)} \\ \text{C} = & \text{lëng (liquid)} \\ \text{T} = & \text{vadisje, furnizim, prodhim}_{\text{nëpërmjet}}\text{(watering, providing, producing with)} \\ \text{A} = & \text{ndërtim (building)} \end{bmatrix} \end{bmatrix}$$

The telic role (which is indirect) is usually verified by the right content, consequently succeeding the nominal composition. Whereas, the agentive role, we can say that the verbs precede the nominal composition and they are determined as a left content.

Ex.3| Një liqen artificial … do të sigurojë ujë për pirje, vaditjedhe …
An artificial lake…will provide water for personal use or watering plants and…

Ex.4|… 400-milion euro për të ndërtuar … një liqen artificial …
… 400-billion euros to build …an artificial lake…

The second natural entity is Qumësht(milk) and the results were quite interesting. Here we see the phenomenon of Formal-Constitutive Equivalence Constraint (Jezek, Pustejovksy, 2016) when both qualia roles represent the same thing.

$$\begin{bmatrix} \text{Qumësht(milk)} \\ \text{QUALIA} = \begin{bmatrix} \text{F/C} = & \text{lëng (liquid)} \\ \text{T} = & \text{pi (drink)} \end{bmatrix} \end{bmatrix}$$

There were 13 occurrences of the word litër (litter), 4 occurrences of the word ton (ton) and 3 occurrences of the word lëngje(liquids), which were taken under examination to define the F/C role as lëng(liquid).

Regarding the telic role, the word pi (drink) was verified only in two cases. The following examples illustrate what was mentioned.

Ex.5| … derdhën qindra litra qumësht përpara …
…. Have thrown hundreds of litterof milk in front of…

Ex.6|… më shumë se 30% e fermave që prodhojnë qumësht në …
… more than 30% of all the agricultural companies that produce milk in …

Another characteristic of the word qumësht(milk) is the fact that usually it refers to the container rather than the liquid (Ex. 7). We can see an interchange between the countable nouns and the uncountable nouns (2 occurrences).

Ex.7|Një qumësht me banane dhe …
A milk with banana and…
Therefore, the formal role refers to the bottle rather than the liquid.

2.2 The Artefacts

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As previously mentioned, an artefact is an entity that is created by human being for a certain reason or with a certain scope. In this section, we will see the words:bibliotekë, telefon e shishe plastike.

The first term, Bibliotekë(library) is quite frequent in the corpus. From the verification that have been done, it seems that the word Bibliotekë(library) and arkivë(archive) have a score of synonymy of 0,105. Consequently, the qualia structure is represented as follows:

$$\begin{bmatrix} \text{Bibliotekë (Library)} & \\ \text{QUALIA} = & \begin{bmatrix} \text{F} = & \text{arkivë (archive)} \\ \text{C} = & \text{libra, rafte (books, shelves)} \\ \text{T} = & \text{lexim, studim, marrje hua}_{\text{nga}}\text{(reading, studying, borrowing from)} \\ \text{A} = & \text{ndërtim (building)} \end{bmatrix} \end{bmatrix}$$

The agentive role was determined by the verbs that preceded the artefact or known as left content: ngritur (raise), krijohet(create), hapur (open). All the verbs, semantically speaking, show that the notion of ndërtim(building) is the right one.

Ex.8|Një bibliotekë e <u>ngritur</u> fillimisht nga … është rihapur në një vend…
A library initially<u>built</u> by… has reopen in a place …

In Albanian, the verb ngre has the meaning of "raise", but the context itself, determines the interpretation of the meaning. Thus, the verb ngre (raise) means ndërtim(building) which is known as metonymic extension.

The second word taken under examination is Telefon(telephone). The qualia roles were defined as follows:

$$\begin{bmatrix} \text{Telefon(telephone)} & \\ \text{QUALIA} = & \begin{bmatrix} \text{F} = & \text{pajisje (device)} \\ \text{C} = & \text{lëndë e parë (material(iron, aluminium)} \\ \text{T} = & \text{komunikim}_{\text{me}}\text{(comunicate with)} \\ \text{A} = & \text{krijim (create)} \end{bmatrix} \end{bmatrix}$$

From the verifications that were done, the most frequent term was flas (speak). Actually, a semantic-syntactic pattern is quite frequent in the corpus: verb flas (speak) + the locative preposition në(in) + telefon (telephone). Therefore, we can see that there is a metonymic extension since the locative preposition takes another function.

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Here we see another function of the locative preposition that is different from the case of Taken in consideration the overall frequency of this pattern (27 occurrences) the telic role was defined as komunikim (communication). Observing the following example, we can understand that it refers to an indirect object.

Ex.9|… në 2009 shqiptarët folën në telefon mesatarisht 60 minuta…

the section 2.1 nëliqen(in the lake).

… in 2009, the Albaniantalked in telephone for an average of 60 minutes…

The final artefact that I verified empirically was Shishe Plastike(plastic bottle). The qualia structure was partially predetermined by the artefact itself.

$$\begin{bmatrix} \text{Shishe Plastike(plastic bottle)} \\ \text{QUALIA} = \begin{bmatrix} \text{F} = & \text{shishe (bottle)} \\ \text{C} = & \text{plastike (plastic)} \\ \text{T} = & \text{transportim, kontenier (transporting, container)} \\ \text{A} = & \text{përpunim (processing)} \end{bmatrix} \end{bmatrix}$$

This is a nominal compounding and its presence was verified in 61 occurrences. Being a nominal compounding, the formal role is already determined by the noun shishe (bottle), which is modified by another noun plastike (plastic) and defines the constitutive role. Therefore, we can talk of a certain formula N1+N2=FN1/CN".

Ex.10| … mund të mbledh shishe plastike dhe t'i ricikloj…

…I can collect plastic bottles and recycle them…

Talking about the telic role, from the occurrences that were verified, the most frequent verbs are sollën (brought) mbledh(collect). Both of them implicate the telic role astransportim (transporting) and kontenier (container).

Ex.11| …vizitorëve që sollën tre shishe plastike, tre kanoçe …

…the guests that brought three plastic bottles, three tin cans…

The agentive role was determined by the interpretation of the results and all the occurrences.

3. Verbs

We will see how interesting it can be to study and try to frame the verbs in the qualia structure. The selected verb was Pi (drink) and the qualia structure is as follows:

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$$\begin{bmatrix} \text{Pi(drink)} \\ \text{QUALIA} = \begin{bmatrix} \text{T} = \text{pi, tymos (drink, smoke)} \\ \text{A} = \quad \text{pi}_{\text{akt}} \text{ (drink act)} \end{bmatrix} \end{bmatrix}$$

The occurrences have determined not only the agentive role but also the telic one. By using the software "Word Sketch", we can see that in 13 occurrences the verb pi (drink) is immediately followed by the word pije (beverages) e followed less by verë(wine), çaj (tea)and ujë(water).

The nouns on the right have indicated the telic and agentive role. We can easily see it in the following examples.

Ex.12| … thotë Paluca që pi pijen e tij…
… says Paluca that drinks his beverage…

Ex.13| …erdha të pij çaj.
… I came to drink tea.

What we need to know is the fact that differently from the Italian language, in Albanian the word pi (drink) might be used even in the context of "smoking". Duhan (cigarettes) is the next right content in 55 occurrences, and based on that we can say that the telic takes another function. As you can see from the example 14, the function is that of tymos (smoke).

Ex.14| Më fal po nuk pi duhan.
I am sorry, but Ido not smoke.

This verb in Albanian is used less in the context of "cigarettes". According to the results, we can say that all depends on the importance of the verb. In Albanian, the verb tymos (smoke) is usually used in a context of drugs as the example number 15 shows. Thus, it can be heard tymos kanabis (smoke cannabis) but almost never tymos duhan (smoke a cigarette).

Actually in the corpus it is present in 41 occurrences is used in the context of drugs while only in one case it is used in the context of cigarette as it is described in the example number 15.

Ex.15|Më pëlqen të tymos, të pi …
I like smoking, drinking …

Ex.16|Ai tymos shumë drogë.
He smokes too much drugs.

Here we can refer to as a specific characteristic of the language, as in the Albanian language the verb pi (drink, smoke) has different meaning and it requires in an obligatory way a noun being that duhan (cigarette) or pije (beverages) in order to disambiguate the sentence. Whereas, in Italian the verb itself can disambiguate the context and its use.

4. Discussions

The aim of the study was to represent in the best way the Albanian language by using the qualia structure in a semantic and cultural point of view. It was quite surprising the fact that there were evident differences between the Italian and Albanian languages.

What can be debatable about the study is its nature. Since we are dealing with a comparable corpus, which are translations from other languages, we deal with the foreignization of the language therefore

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moving the attention from TL to SL. Therefore, we see a representation of a foreign language rather than the original language.

Culturally speaking, the corpus does not show all the differences that might be present in the Albanian language. Therefore, working with a monolingual corpus would be quite efficient in discovering different shades of the language.

The results of the paper show a different perspective. What was unexpected was the fact that the word qumësht(milk) as shown in section 2.1 would be preceded by the verb prodhojne (produce) in most of the cases, while only in two cases from the verb pi (drink).

Although the consideration expressed above can indicate the characteristics of the agentive role, the term qumësht (milk) cannot have a provenance origin.Therefore, the agentive role was defined as"nil".

5. Conclusions

This study has represented the semantic-cultural aspect of the nouns and the verbs of the Albanian language by using the qualia structure. The expectations were accomplished not only empirically but also linguistically.

We can say that studying the Albanian language in terms of qualia structure seems quite interesting. It has to be said that there are no previous studies occupied in Albanian, and doing it turned out to be quite profound not only as a way of knowing better the semantic fields of nouns and verbs, but also as a guideline in analysing the adjectives.

Thus, a probable study of adjectives by using the qualia structure would be quite interesting and innovative in computational linguistics and corpus variations.

6. References

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LINGUISTIC AND COGNITIVE ANALYSIS OF TWEETS: CHARACTERISTICS AND STRUCTURES

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Abstract

This study deals with the way tweets and twitter users use language in order to affect the community. Considering the psychological and linguistic aspects of users, it can be inferred the objectivity of the content and its focus. The corpus chosen for the study contains 120 tweets and the annotation scheme contains three different tags: Topicality, Evidence and Focus on. The annotation provided different statistics and results were quite surprising. Definitely, the results were interpreted not only empirically but also linguistically. Empirical dates show that usually users of twitter add evidence while disagreeing with the main topic. Therefore, confirming the hypothesis. The Kappa coefficient was also calculated showing the inter agreement scale. On the other side, results show that linguistically speaking, pragmatics is present in most of the tweets and the way users react. As a result, this study might perfectly be used in order to study the spontaneity of language.

Keywords: *corpus, annotation, tags, empirical data, linguistic diversity*

1. Introduction

Studying the language of Tweets is a journey that needs a maximum attention regarding all the aspects. It can be linguistically but also empirically studied. The focus of this paper is not only in tweet but also in users. The aim of the annotation is that of answering two questions: does a certainevidence, personal experience or any sort of information, in agreement, support the tweets? When disagreeing, does the user attack the topic of discussion?

The referring study is "A Dataset for Detecting Stance in Tweets" (Saif M.Mohammad, Svetlana Kiritchenko,

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Parinaz Sobhani, Xiadan Zhu, Colin Cherry, 2016).

In section numbertwo will be introduced the annotation scheme, in section number 3 will be described all the empirical results, while in section numberfour will be introduced some generalisations or ideas. In section numberfive will be discussed any last point and finally section number 6 will reassume all the concluding ideas and futuristic perspectives.

2. The Annotation Scheme

The annotation was done manually. The dataset that was used derived from the original one of the Twitter API containing 4870 tweets. From 4870 tweets, there were selected 20 tweets for 6 different topics (Atheism, Climate Changing is a Real Concern, Feminist Movement, Hillary Clinton is Running for President, Legalization of Abortion and Donald Trump is Running for President). Therefore, the dataset used for this paper contained 120 tweets. The selection was done in a casual way, selecting the first 20 tweets for each topic.

For each tweet was used a certain codification containing the first letter of the topic and the nr of ranking (ex. Tweet ID: A12=Atheism, plus the twelfth tweet). The tagset of the annotation scheme included the tags: Topicality, Evidence and Focus on.

Topicality shows the relation between the user, the tweet and the topic of discussion. The relation might be of agreement or disagreement. Two tags were used to show this relation: Agree and Disagree. The example below demonstrates the first level of annotation:

ID Tweet: A20
Topic: Atheism
Tweet: The devil is our enemy, and our mind is the battleground he plays in. -Josh Ricketson
Topicality: Disagree

Evidence is the second level of annotation, which determines whether the tweet is more objective, based upon concrete evidences, or subjective based upon personal opinion and letting out the evidences or different information.

There were two tags used for this level of annotation: Present (If there is an evidence supporting the opinion) and absent (If there is no evidence supporting the opinion).

Focus on determines where the focus of the tweet is. The tag is related to the fact of showing a certain opinion towards somebody or something, which is the topic of discussion, or referring to other extra elements, which have nothing to do with the topic.

The tags were three: Topic (when the tweet refers at the topic), Antitopic (when the focus is upon other extra elements) or Unspecified (when the focus cannot be determined). There were cases when the topic of Feminist Movement was usually seen with a tendency of expressing a relation of disagreement with the focus on the opposing elements such as: men, menism, Bigot etc. If there are the two of them then

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the focus will be determined by the major element, the one that receives a major attention. The example below illustrates the whole annotation scheme:

ID Tweet: F13
Topic: Feminist Movement
Tweet: Stupid Feminists, the civilization you take for granted was built with the labor, blood,sweat and tears of men.
Topicality: Disagree
Evidence: Absent
Focus on: Antitopic
In the following section will be discussed the completely empirical results.

3. Empirical Results

There were two phases of observation. The first phase was the vertical one, which took in consideration all the annotations for each tag, and the second phase, known as horizontal, which shows how the tags are confronted one with another.

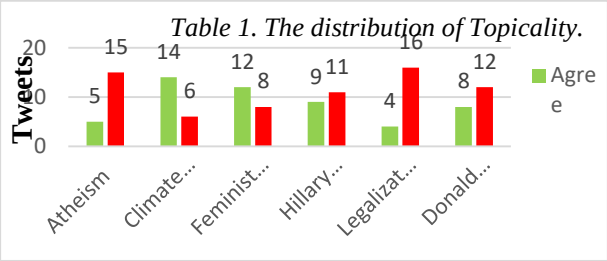
3.1 The Vertical Observation

Regarding Topicality,the results were as follows. From 120 tweets, 52 agree (43.3%), while 68 are in disagreement (56.7%). Therefore, the opinion expressed is purely influenced by the kind of topic. Between the topic Legalization of Abortion and Climate Change is a Real Concern, is a socio-cultural difference.

In order to support this hypothesis, we can easily compare the topic Hillary Clinton is running for President and Donald Trump is Running for President (Table 1).

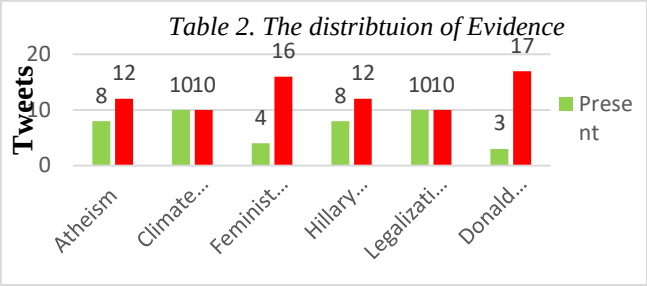
We see that there is no difference between them.

Concerning Evidence (citations, statistics, paraphrases, retweet); the results have



produced the following data: from 120 tweets, 77 did not present any kind of evidence (64.2%), while 43 tweets present an evidence (35.8 %). The following table explains the whole distribution.

The typology of the evidence is highly influenced by the topic of discussion.



We have seen that the citations are the most used kind of evidences for the topic Atheism (seven tweets) and Legalization of Abortion (four tweets). The statistics are the most used evidences for the topics Climate Change is a Real Concern (three tweets) and the paraphrases for the topic Legalization of Abortion (4 tweets) and Hillary Clinton is Running for President (3 tweet).

As for the tag,Focus on the results were different. In 38 tweets, the focus was upon antitopic (31.8%), while 68 tweets are

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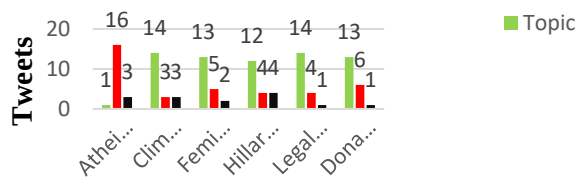
focused upon the topic (56.7%). Only 14 tweets are "unspecified" (11.5%). The upcoming table illustrates the whole distribution of the tag.

From table number 3 we can understand that the focus is on different tags for different topics. For the topic Atheism, we can see a very frequent use of opposing words known also as antitopic. Such asIslam, God, Lord, Christianity. All these words define the interpretation of the tweets in disagreement,

Table 3. The distribution of Focus on.



3.2 The Horizontal Observation

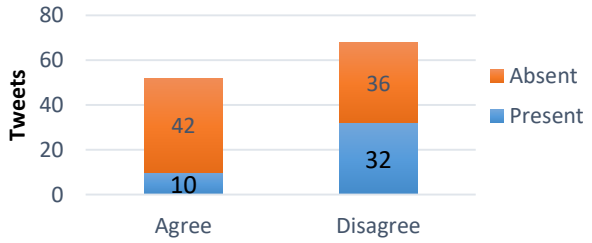
In this section, all the tags Topicality, Evidence and Focus on will be contrasted.

From the observation that were made for the couple Topicality-Evidence, in overall 32 tweets were in a relation Disagree-Present (47.7%), while 36 tweets were in a relation Disagree-Absent (52.3%). 10 tweets were in a relation Agree-Present (19.2%), while 42 tweets were in a relation of Agree-Absent (80.8%).

The results are shown in the table number 4 which confirm the tendency to present a certain evidence especially when referring to a relation of disagreement (47.7%).

The hypothesis is confirmed from a psycho-cognitive aspect of human being. Because being in disagreement is usually not preferred, the necessity to provide a certain evidence is evident. Therefore, the tweet is considered morecredible. This is also known as Confirmation Bias.

Tabella 4. La Relazione Topicality - Evidence



Sotto l'aspetto psicologico questo fenomeno è conosciuto comeConfirmation Bias. When talking for Agree we can see that 10 tweets out of 52 present an evidence. It seems that it is not necessary for the users to paste a certain evidence in this scenario. Therefore, we conclude that a user of twitter tends to paste an evidence when being in a relation of disagreement

The other relation that was observed is Topicality – Focus on. The difference between the relation "Disagree- Antitopic" (38.2%) and "Disagree-Topic" (51.4%) is bigger. Regarding the relation "Agree-Topic" (63.5%), and "Agree-Antitopic" (23.15) we can see a more significant difference.

We can see from the Table number 5 that the results are different from the expected one. It was expected that the users would refer mainly to the topics of discussion.

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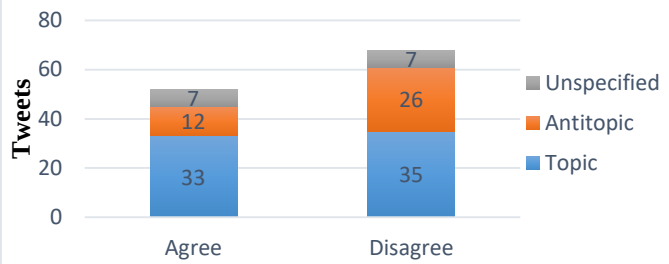
Table 5. The relation Topicality - Focus on.



If we take the topic "Feminist Movement", we can see that it was opposed with the terms "menimism". The probable explanation might be the fact that the users tend to exalt the antitopic rather than insult the topic regarding the relation Disagree-Antitopic.

As for the relation Agree- Antitopic, we can see a tendency to exalt the topic only in 12 tweets.

As for the relation between Topicality-Evidence-Focus on no sufficient data were found.

3.3 Kappa Coefficient

Another element was the calculation of Kappa Coefficient.

$$K=\frac{(Po-Pe)}{(1-Pe)}=\frac{(0{,}60-0{,}48)}{(1-0{,}48)}=0.64$$

From the confrontation, we can see the interannotator agreement was quite significant. Therefore, the annotation is credible.

4. Linguistic Analysis

The language used in the tweets is quite irregular. The first perspective taken into account was the orthography.

The first thing that was noticed, was the fact that there were 14 tweets (11.6%) starting with a capital letter. Here it is used as an indicator of informal social media. In addition, it can be inferred that it is a consequence of a fast writing method.

Tweet: YOU ARE A GIRL AND HAVE SEX DIVE! YOU MUST BE A SLUT!

We can see that the impact that it gives to another user might be quite elevated.

Another aspect that was analysed was the punctuation. The tweets lack the use of comma in different contexts. This has been noticed in different sentences being in subordinate sentences and conditional ones. In 17 tweets (14.1%), the subordinating sentences are preceded from if, but, and, so and or.

Tweet: If this heat is killing me I dont wanna know what the poor polar bears are going thorugh right now.

The comma is not present in this case, and its missing after the word me makes the sentence ungrammatical, orthographically speaking. Regarding the syntax, there were many subordinates especially the conditional clauses.

Another crucial element that was observed is the frequency of the words. We can say that there is a tendency in using subjective personal pronouns (96 occurrences) with the pronoun you as the most frequent.

On the other side, there has been confirmed an elevated use of the definite article the (75 occurrences). We can say the same thing for the verb to be (71 occurrences) and the preposition to (53 occurrences). We can also see the use of the conjunctions (28

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occurrences) as another aspect of the velocity of writing.

Another aspect quite crucial was the pragmatics. We took as a model the subdivision that John Searle proposed of speech acts. Based on that, the illocutionary act and the representative one predetermines the genre of tweet, verified in 74 tweets (61.6%). This was an expected result, while the case of directive act come second with 28 tweets (23.3%).

The case of directive act might be referred to the idea that usually in discussions like that the users refer not only to the topic but also to the other users.

Tweet: @lucyblakeman12 You need feminism more than you need anything else in your life. You couldn't survive or speak w/o it.

The answer in this case goes to another twitter user (@luckyblakeman) by using the directive act. This might be considered as an advice characterized of a strong vocabulary.

We can also say that the conversational maxims of Paul Grice were also violated. The quantity maxim and the mode one seemed to be violated in 18 tweets (15%). The following example illustrate the case:

Tweet: Stupid is as stupid does! Showed his true colors;seems that he ignores that US was invaded , plundered, not discovered.

It can be said that there is too much information and therefore the maxims are violated.

Finally, the lexicology should be taken into consideration as there is a tendency to use a very colloquial language but also idiomatic. Here was also verified a certain pattern present especially in 14 tweets, which can be defined as a VPN (Verb-Pronoun (Personal, Possessive) - Noun) like the following examples: shower me with patience, give him a shot, hold your peace, clear your thoughts, slack on my retweets. The idiomatic expressions are quite frequent in the social media language.

5. Discussions

While attempting to answer the main question, other questions came up. If we had all the data regarding the same social field, would the results be the same? From this perspective, we need to go deeper in researching in this direction.

Furthermore, the corpus size might be debatable too. A corpus of a size of 120 tweets might be quite rigid in trying to explore rare phenomena. We saw the case of the relation Topicality-Evidence – Focus on.

Finally, the semantics was not present at all, and that was quite evident. Should be of a huge interest the analysis from that perspective. There was a minority of occurrences of metonymy (8 occurrences) like the following examples:

Tweet: We need Obama out and Donald Trump in the White House.(Government)

6. Conclusions

The empirical results have confirmed the main hypothesis that users tend to paste a

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certain evidence when being in disagreement with the topic.

The second hypothesis however, was not confirmed since the evidences provided were against the topic.

This study might be used in the future in order to study other aspects of twitter language including the spatial aspects or the sociolinguistic ones.

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IN SIX DIFFERENT WAYS, ENGLISH VARIETIES CRAVING DOMINANCE

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Abstract

Due to the economic expansion and technological revolution, the influence of English language is inevitable. This paper attempts to highlight the linguistic differences between six countries with English as an official language: Australia, United Kingdom, Ireland, New Zealand, Canada, Ireland and USA. Culturally speaking, there are a lot of similarities between these countries, yet the presence of other social minorities, the political realities, the geographical location, as well as their historical background create social and semantic distinctions among them. Being aware of the imminent need of languages to change for their gradual evolvement over the years, I can state that English language is a case study to prove how these changes have shaped its diversity and enabled the dominance of certain varieties above others. In the end I expect you to understand why among all the varieties English offers, only the British and American English dominate. In my research I collected data from the English spoken varieties of these six countries and compared them and their influence with one another, without approaching regional dialects. Lastly, this paper reveals how language becomes a battlefield where the United States as the world's current empire and England as the former great empire are still in a constant competition, craving for dominance and prestige in the eyes of the world.

Keyword: *dominance, language varieties, semantic, American English, British English*

Introduction

At present all available studies indicate that the predominance of English language is currently growing, therefore it is the major link language in the world today. There is a strong connection between the growth of English in non-English mother tongue countries and those having been under the political and economic hegemony, past or present, of English-speaking powers. When the engine of British colonialism long ago ran out of steam, the consequencesof

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English imperialism were spread all over the world. In India, Ghandi protested against the distortion that English language brought in their education because the time spent learning English led to decreased standards in other subjects. In Kenya English upheld the domination of a small elite and the foreign interests with which they were allied. In France, the spread of English was seen as leading to linguistic uniformity and thereby threatening cultural and creative values. So, in most of the cases English was considered a threat toward other languages and cultures due to its dominant standing.This article reviews a research that involves different studies of differences across varieties in face-to-face interaction. It investigates differences between six varieties of written English by highlighting influential linguistic attributes that are overall similar between the varieties, although subtle differences can potentially be detected. It also probes assumptions underlying the diversity of the dominant English ideologies, as well as discusses their connection to linguistic and social ideologies related to social mobility through education.

For years a bitter debate has raged over the most appropriate and equitable ways to educate speakers of English language. The real issue has never been language, literacy, or education but power and a fear of heterogeneity, be it through language, behavior, or values. The spread of English created a rich array of varieties (British, American, Australian, Canadian, New Zelish, and Irish) which differ among themselves in both form and function but have similar social contribution. Varieties are subtypes of English that differ with respect to a key factor such as social aspects, time or geographical region. [2, p1]

In every English-speaking country there is to be found amongst cultivated people a certain pronunciation, which is unconsciously accepted as the best speech. The notion of a "standard" imposes a normative status on one variety of language. Typically, the standard is given the status of a language and all the other varieties are considered dialects, and thereby deemed as sub standards.[1, p2] Regardless of whether the standard is seen as the language or merely as one of its dialects, the designation of a standard has greater significance, for its speakers and nonspeakers because the command of the standard becomes a form of power facilitating access to higher education, employment, status and privilege. There is merely more to the story of the linguistic dominance of English than its hegemony during the colonial period and its continued dominance over other languages. Standard language ideology has been defined as"bias toward an abstracted, idealized, homogenous spoken language which is imposed from above…which takes as its model the written language, and which has as its goal the suppression of variation". [1, p14] Again, the issue of whose language variety is taken as the standard has a direct bearing on which country will be advantaged or disadvantaged.

Standard languages are the result of a direct and deliberate intervention by society, in that they are selected for special functions, extensively codified,

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institutionalized and imbued by a society with greater prestige. "Standard English" is a rather loose and pre-scientific label. What Standard English actually is thought to be depends on acceptance (mainly by the most influential people) of a common core of linguistic conventions and a good deal of fuzziness remains around the edges.[3, p5]Teachers are particularly vulnerable to a "super standard", elitist view of what "good" English is, as a prescriptive attitude that fails to recognize sociolinguistic diversity. The concept of "whole language" is so vast and heterogeneous that it is not operationally useful for many linguistic, descriptive, comparative and pedagogical purposes. It is desirable to have a framework of categories for the classification of "sub-languages" or varieties within a total language.[4, p1]

Many English speakers control both a standard and nonstandard dialect; the selection of one rather than another in different situations being closely linked with the question of use.[4, p8] The spread of Standard English is arguably the most striking example of language expansion of this century, if not in all recorded history. And now, at the dawn of the 21st century we are witnessing John Adam’s prophecy coming true: that English will become the most respected and universally read and spoken language in the world.[5, p3]

The global spread of English is popularly viewed in terms of two diasporas: in the first English was transplanted by native speakers, and in the second English was introduced as an official language, alongside other national languages. After the initial expansion toward Wales in 1535, Scotland in 1603 and parts of Ireland in 1707, the first diaspora of English took place with the movement of English speaking population to North America, Canada, Australia and New Zealand.[5, p3] Each of these countries adopted English as the language of the new nation, which resulted in English having stronger influence than their native languages. The global status of English became established in its second diaspora, which brought English to "un-English" sociocultural contexts, such as in the Asian continent. The traditional bases of English refer to the inner circle where it is the primary language with as estimated 320-380 million speakers.[5, p3]

It is not certain if the success of the spread of English, tied to the economic conditions that created the commercial supremacy of the United Kingdom and the United States is guaranteed by linguistic pragmatism, or linguistic imperialism.[5, p7]With the "war" over dominance between these two countries it is difficult to decide which can be the symbolic capital of English language.

The superiority of english language

Rather than uniting an entire country or helping to form a national identity, English is used as a link for the creation of an international identity. Being politically motivated, English movements in the U.S. are the most obvious examples of English linguistic imperialism. The attempts of Americans to shape the written and spoken American English began before American Independence through the standardisation of

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several forms of the language. The U.S' religious history, liberalist economy, and presidential system motivated the American fondness for a separation from the British colonies.The idea that the standard version of it was British reflected the desire to copy the metropolitan linguistic norms of English in order to attain cultural legitimacy within the British Empire.Higher status colonials in America used this "true" and "proper" English to distinguish themselves from people below them in the social hierarchy. In the long run, their efforts unintentionally helped to create a common language that provided one basis for American nationhood. American English matched the English of the metropolitan core because many colonials schooled themselves in Standard English with the most accurate, elegant, and pure pronunciation in order to separate themselves from the broken English of the servants, therefore schooling was used as a means of both cultural maintenance and assimilation. English was the language of trade and politics. The first step of an American entering upon a literary career was to pretend to be an Englishman, in order to win the approval not of Englishmen, but of his own countrymen. Accents in the United States vary according to race and religion which creates three main dialects: Northern, Midland, and Southern.

By the mid18thcentury Britain had become a geographically more extensive and socially more fluid linguistic field. The expansion of the empire generated challenges regarding language and communication. Standard English derived from the speech of the educated elite and middling classes of the region surrounding the kingdom's principal urban centre. Its unique standing toward language derived from the ancient Universities of Oxford and Cambridge. Accents in the territory of the United Kingdom vary according to class and religion which reflects the British preoccupation with status and nobility. The level of formality in British English is much higher than in other English speaking countries, therefore the most common misunderstanding between English speakers is linguistic. The campaign against provincial dialects targeted Irish and especially Scottish usage as the most egregious. [6,p11]

Irish English is the variety of English spoken in the Republic of Ireland. There is little or no variation between Irish and Standard English because the nasal /n/ is the same as in /r/, the lateral /l/ is alveolar in all positions, and the affricates /tʃ/ and /dʒ/ are also identical to those in Standard English. [7, p2] Yet, there are differences as when talking about the tendency to stress the second syllable of disyllabic words, singled out by Stanyhurst as one of the most remarkable features of Irish English that appears to have no contemporary analogue in early Modern English. [8, p4]The battle against provincial "barbarisms" made Irish English the centre of attacks. The language of the most polite people in London and the neighbouring universities ought to be accounted as the standard of the English tongue.

A phonetic analysis of the Irish variety has not yet been given. Instead, it is portrayed as a variety which was obviously

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representative not of the educated, but of the pronunciation of the lower classes and which furthermore is now practically dead, or at least changed to an almost unrecognizable extent in its leading features.Northern Irish represents today an originally English type modified chiefly regarding its musical accent and stress.[9, p2]This is said despite the fact that English people generally associate Northern Irish accent with the Scottish one. A person however familiar with both, the Scottish and the Irish pronunciation, would never take a Belfast man for a Scotchman. In Northern Irish the back of the tongue is slightly raised and the whole tongue is pushed forward, the tip slightly touching the lower teeth. Raising and fronting the tongue altogether is unfavourable to the production of the velar (back vowels), and to some extent also of the consonants. So, this variety differs from Standard English by having no fully long vowels. It shows a tendency to throw the stress on the second part of the compounds. It possesses 15 vowels. In colloquial speeches of the Northern Irish, the reduction of vowels is frequent enough as a consequence of a tendency to murmur and even whisper unstressed syllables.[9, p5]

English is now the sole medium of instruction in the vast majority of schools and the percentage of all Irish secondary schools is lower than at any time since 1924. There are two widely spoken languages in Ireland: Gaelic (Irish) and English. It has been estimated that out of a population of 2.971.230, only 0.98% have retained the ancestral language Gaelic and live in communities where it predominates everyday communication. Since 1904 Irish and English have been recognized officially as media of instruction in the state school system with the first bilingual program issued in that year. During 1920 while the struggle for Ireland's political independence was intensifying, a program came into effect stating that in order to have more fluent Irish speakers, every school needed to be made part of the Gaeltacht for the 5 hours of the school day. By this was meant that the official language should be Irish. In 1930s, 4.2% of the schools were using Irish as the sole medium of instruction outside the English class. During 1950-1960s, the language of instruction in Irish schools became exclusively English. Popular, political, and scholarly support for the weaker language is at present inadequate to counterbalance planning for Irish language euthanasia. Today, ironically Irish language is taught with the use of a considerable amount of English as the language of instruction.[10, p9]

Living languages are susceptible of development and refinement. In order to live they must contain in themselves the power of assimilating nutriment. The Potato Famine of 1840, which was the worst famine to affect Ireland, influenced the spread of English language. The ongoing moral panic of losing traces of Irish Gaelic is accompanied with another identity crisis of language in Ireland. The new Irish English accent has been explained as a way for younger, newly affluent speakers to separate themselves from the masses, by avoiding pronunciations seen as emblematic either of working class Dublin identity, or of

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rural Irish provincialism. D4 is a kind of negative creation, a set of sound segments that gestures away from certain other emblematic sound segments, especially those that identify and delineate two highly salient groups of Irish others: lower-class Dubliners, and rural backward Irish people. [11, p2] It is explicitly denaturalised, it has no community of "native speakers", it is not authentically linked to any particular place and it has no connection to a shared Irish past. As Oscar Wilde knew, there is something irreducibly Irish about the avoidance of Irishness.

The need of the D4 existence and therefore language change, came from the fact that the increase in wealth and international positioning meant that many young people aspired to an urban sophistication which was divorced from the local life. Debate rages in the newspapers and in the Irish media as to whether the D4 "accent" looks to America, Australia, or England for phonological inspiration, even though they cannot agree on what D4 is an imitation of, all seem to agree that it is an imitation, imitation as opposed to "real" or authentic.

If our accents are integral to who we are then Ireland is suffering a collective identity crisis. As a result, the traditional Irish Gaelic is in danger. The rejection (especially by the young) of "Irishness" in English speech encourages an entire generation to embrace a way of speaking that appears to be modern, progressive, and fashionable.[11, p10]D4 is a disease, an emphasis on the sound of the accent as in itself painful to the ears, an expression of rage and aggression directed at its speakers. [p14]

The new accent is being accepted as a badge of progressiveness and an explicit rejection of "provincial backwardness". The Anglophone Irishman would find himself in a most anomalous position, imitating England and yet apparently hating it.[11, p17]Members of the Gaelic League see the growth of English language as an internal cancer that is eating away at the heart and soul of Ireland.

Canadian English is a unique combination of language features found in both American and British English.It officially adopted a policy of multiculturalism in 1971 to break down discriminatory attitudes and cultural jealousy. As a result of its settlement history and geographic location, Canada has ties to both the U.S. and Britain, therefore Canadian English exhibits pronunciations and lexical variants associated with both. Montreal, as being in closer contact with England than Toronto, is more influenced by the speech of the Old Country. In Toronto, which rather boasts of more English speech than the English of England, the word pram has had in the last few years a certain vogue, but the usual word is baby carriage. [12, p1] In Montreal, the British variant of the diphthong /ju/ is preferred for some words such as news, Tuesday, dew etc., whereas the American monophthong /u/ is preferred for words such as due and student.

Most American investigators are under the impression that Canadian English, as undoubtedly as the case with Australian,

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South African and Newfoundland England, is a direct offshoot of British English and therefore does not belong to their field of inquiry.[13, p1] Canada first became open to English speaking settlers in 1713, by the Treaty of Utrecht. In the period between1713-1763, British and American settlers moved in Nova Scotia. Canadian English is basically 18th century American English modified by other influences, notable among which are Southern Standard English and the English taught by Scottish school teachers. The continuing influence by the U.S. has been a factor difficult to be ignored, although Canadian's sense of inferiority and pride has generally kept it as slight as possible.[13, p4] Canadian English, as has been recognized by some observers, is to all intents and purposes General American with a few modified sounds, usually paralleled in American sub-dialects, and with some vocabulary variation. The most striking phonetic divergence is the pronunciation of the General American diphthongs [aʊ] and [aI], as [ʌʊ] and [ʌI] before voiceless consonants as in about, out, house, nice, height.[13, p4] Stress will occasionally follow the British rather than American pattern.

All the data from the survey of Canadian English indicate that there is evidence of divided usage for the variants examined, revealing that students often tended to prefer the American variants while their parents preferred the British ones. This state for divided usage cannot continue for long and research indicates that there is a definite tendency toward preference for American pronunciation in the future. [15, p1] Differences between age groups actually reflect linguistic change in progress, not simply characteristics of speech appropriate to different ages. It is reasonable to assume that any difference in pronunciation preferences found between younger and older speakers are an indication of the direction of language change.[15, p2] As data indicates, the usage of American variants by young people is expected to increase more in the future and perhaps eventually become the norm in Canadian English, therefore, a considerable "generation gap" does exist.[15, p10] In most cases, however, it is impossible to determine whether the young generation is bringing about innovations or simply furthering trends that have been indicated much earlier.[16, p3] It is difficult to make clear-cut judgements on dialect boundaries within Canada because there is a tremendous overlapping of features from one area to the next, suggesting active diffusion.

Among certain educated Canadians there is a tendency to imitate or follow British usage. Syntactically, Canadians will say have you rather than do you have as in American English, or unlike American English will you take a drink, they saywill you have a drink.[14, p5] Canadians do not usually use lift for elevator, pavement for sidewalk, cinema for movies, sweet for dessert, or hoarding for bill-board. These terms however, will be found among first generation British settlers in Canada, or among imitators of British usage.[14, p5] In spelling on the other hand, Canadians are taught British practice. The Canadian Navy Army and Air force are patterned after, and

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were formerly trained by their British counterparts, that is why they follow British usage. The cultural dependency of Canada on both the U.S. and Great Britain has introducedthe presence of contemporary American and English locutions into its speech. In the past 35 years it has been primarily the U.S. which, through motion pictures, magazines, books and personal contact has kept Canadian English"up-to-date". Canadian English is not distinct from other kinds of English in grammar, orthography, or pronunciation, but it finds its right to independence in vocabulary.[14, p2]

Australian English, like American English at an earlier stage, is a type of colonial English which is developing characteristic pronunciations of its own, but it is by no means a unified speech either socially or geographically. The vocabulary of Australia is simpler than the vocabulary of middle class Englishmen, for Australia does not tolerate forms of thoughts and expressions which are perplexing and offensive to the average man. Australian words have their basis in the past, many came from the Aborigines. Australian English is described as such, "This reduced form of English hardly has a sound, it is very soft and pleasant. It takes all the harshness of our tongue and gives to it a delicate whispery and vanishing cadence which charms the ear like the faint rustling of the forest leaves."[17, p2]

Such a description however, was lost on other commentators who levelled Australian English with that of laziness: "The habit of talking with the mouth half open all the time is another manifestation of the national tired feeling. This is the characteristic Australian disease. Such speakers produce pseudo b, p, m with the lower lip and the upper teeth."[17, p3]

Australian accent is a combination of American, cockney Irish, country and broken English. J. Sutton Crow of the University Conservatorium argued that what Australians seem to suffer from may be called "lip, tongue, and jaw laziness", leading to a lack of clear enunciation and a mumbling mode of speech.[36, p3] Such laziness suggested a lack of discipline, a poor standard in communication, and a lack of moral standing, therefore the ideal was a controlled and disciplined expression of English language, which suggested a fashioning of the self that was more acceptable to polite, middle-class society.[17, p3]

The pride for a good speech is a noble, ideal, worthy of all ranks; the language is one that should stimulate the pride of a young and virile nation. The ear of the average Australian child is obviously untrained. Bad teaching has so dulled his auditory sense that he no longer heard with distinctness and accuracy. It seems that he is never taught to listen to his own voice and detect his own errors of lips and tongue.[17, p5]

There was a danger of losing the strength vitality and originality of how English should be spoken unless this decline was corrected.[17, p7]The Australiancurriculum was inherited from Great Britain and consequently was utterly untouched by progressive nations in education. Australianstook English grammar

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classes, were drilled in spelling and pronunciation, read English poetry, fiction, novels and analysed their style. This gave them the impression that great poetry and fiction were written by and about people and places far distant from Australia.[17, p8]

One of the aspects of Australian speech is that it was regarded as a continuous source of moral instruction for women in particular. The cultivation of voice signifies a transition from boyish rowdiness to mature women. The advice in women's journal points to the importance of voice, speech and culture in the development of femininity.[17, p8]In the 1930s, polite talking and conversations were identified as other aspects that were key to femininity. To be an entertaining conversationalist, it was necessary to have a good, all-round knowledge of present-day affairs, to be conversant about the latest play or book, and to know just sufficient about it to make an intelligent reference.[17, p9] In 1940s it was stated:

We should use an Australian speech without apology and without any sense of a need for self-justification. There is nothing wrong with the Australian voice or speech. It is as acceptable as pleasant, as good English as any speech to be heard anywhere in the English-speaking Commonwealth. The tolerance we should feel toward people of other English-speaking countries we might reasonably claim for ourselves.We have suffered from the imitation of the so-called BBC voice in this country, just as the BBC has suffered from imitation in its own ranks.[17, p11]

There are a lot of adopted native words in the Australian vocabulary from the aboriginals such as: squash, kangaroo, hickory, boomerang, jackeroo. [1, p2]Much of the Australian nationalism derived from Britain and was adopted to local conditions, resulting in national consciousness as much merged with imperial symbols, as developed from the vernacular culture of the Australian people.

New Zealand English known as New Zild is based mainly on British English. Maori language, a colloquial language of the Aboriginals, is the most significant driver of linguistic and cultural differentiation. The presence of Maori place names and the shifted vowel sounds distinguish New Zild from other varieties of English language. Its pronunciation is similar to Australian English, therefore it is criticized for sounding lazy and informal.There are linguistic differences in the pronunciation of the diphthongs /ʌI/ and /aɪ/.

Conclusion

Empowerment requires reciprocity, not dominance, therefore it is difficult to decide whether the traditional, elegant and sophisticated British English is dominant over the modern American English.It is not easy to decide whether a book was written by an American, British, or Canadian because most British-American differences occur in the language of everyday life rather than on the literary level, and one sometimes can read long passages of solid discussion in books or newspapers without coming on distinctive peculiarities of English.Canadian

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writers can impress British readers by their Americanism. Therefore, in the end I would say that language, just like power and dominance are fluid.

English varieties persist and even elaborate for a simple but powerful reason, they function as markers of social, often ethnic identities. There is more awareness today about how language use interacts with global economic, demographic and cultural trends. English is increasingly required for high-skill jobs everywhere in the world. It is the most widely studied foreign language which dominates satellite TV programming and at the same time has symbolic functions in youth culture. In such conditions, the global spread of English and its diffusion at various societal levels and functional domains, has had a very important consequence. Some of the traditional, taken-for-granted linguistic understandings of uses of English have been questioned and challenged. Languages are either maintained or decline in the response to the amount of information that they carry. A time will surely come in the future, as it always has in the past, when one premier language will give way to another.When English-speaking countries that currently rely on English for modernization become stronger to continue that progress on their own, English may be displaced and power will naturally shift to other languages (Spanish or Chinese). However, in the days we are living American English is the "international" language of communication with more non-native speakers than native.

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TOWARDS POETIC STYLOMETRY: THE CASE OF FREDERIK RRESHPJA AND NIZARRE QABBANI

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Abstract
To explore the psycholinguistic nature about two poets (oriental and occidental poets).We used two computational tools to analyze the poetic output: LIWC and Sketch Engine. Both Frederik Rreshpja and Nizarre Qabbani are frustrated and expatriated from their native societies at the verge of different cultural shifts. Rreshpja and Qabbani demonstrate similar passive tone, high authenticity, questionable clout and a remarkable analytical thinking. We recommend assigning our methodology in creating a universal psycholinguistic archive of poets all over the world.

Keyword: *Psycholinguistics , Literary Linguistics, Poetic Stylometry, Frederik Rreshpja and Nizarre Qabbani.*

I. Introduction

Nizarre Qabbani is a romantic Syrian poet who was considered a feminist and, paradoxically, an anti- feminist. Essam [1] analyzed a corpus of his poem to highlight the major themes the poet addressed. They included eroticism, feminism, political concerns, and romantic topics whereof eroticism dominated. Qabbani can partially be representative of the modern Arabic world where dictators muffle mouths and execute activists and where women are subjected to different colors of humiliation and nastiness. A tendentious reading of Nizarre's legacy might be attributed to his covert hostility to religious exterior exhibited by many scholarly advocates. Qabbani did fight against the extreme isolation, severance and discord, which are tracing the Arabic society back to an abysmal past. Qabbani enkindles the spark of the inner revolution against the subservience and intellectual coercion which has pushed the Arab, for so long, back. He depicts the stereotypical Arab as a cave man, with long bread, after the abysmal hibernation in cellars, like rats, away from human life. Thence, such a putrefying appearance attracts flies to house such non-functioning eyes. This grime, inwardly and

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outwardly, requires a wash up of thoughts and besmirched dress. This is a highly acidic criticism which has pressed raw nerves. Difficulties in rendering the Arabic stylistics does not hinges only about the anaphoric references and dummy pronouns, translating poetry is always a tremendous challenge, for the form of expression (rhythm, meter, assonance, etc.) is essential toward communicating the spirit of the message to the audience. Again, Nizarre earns more opposition from the side of the theologizers who would claim that poetry is kind of apostasy. The poet is transcending time to predict the futuristic claims of poetry to be a religious taboo. Thus, writing poetry may push some out of religion. He does not flatter any ruler even if he were the historical caliph, like Ottoman era, who could have forgiven him. This explicit opposition and avid caving toward change and openness agitated the blase´ societal elite against him. The stylistic reading of the pronoun it might opt for practicing sex and poetry simultaneously.

The Arabic language, similar to German, Italian and French, encodes nouns gender. Nouns are either masculine or feminine. Words such as flower, rose and plate are feminine. Words such as pen, gun and book are masculine. In this poem, the poet draws upon the syntax of the Arabic choices in feminizing the female nouns. He confirms that delicateness and subtleness are etymologically predisposing to that inclination. Unlike Frederik Rreshpja, Nizarre Qabbani described everything about women in minute detail. He focused on the intimate contact with them. Rreshpja had no real female representation in his life. He symbolized an icon of "Lora" to embody the image of the imaginary object of desire. Rreshpja was not as pornographic in his poems as Qabbani was. Reference to feminism was most remarkable in the feminine suffixes. The Albanian language, similar to Arabic, uses masculine and feminine endings. This paper attempts to answer two research questions. First, how can we retrieve a psycholinguistic signature of a poet? Second, what should matter the most on analyzing poets' legacy?

II. Theoretical Background

Psychometrically speaking, pronouns, prepositions, articles, conjunctions, auxiliary verbs, and a few other esoteric categories comprise, in number, 0.05% of the core English vocabulary but make up about 55% of word usage. From a psychological perspective, style words can be reflective of personality and psychological features. For example, creating a coherent narrative necessitates recruiting remarkable conjunctions while the active process of reappraisal is reflected through the use of causal words and insight words. Based on similar, yet more detailed, psychometric findings, LIWC was developed to analyze texts in order to conclude, computationally, the psychological signature of the writer [2-6]. Implicating on the social categorization of people, LIWC classifies individuals' attitude into four categories. The first psychological category 'Analytic' refers to manifestations of analytical thinking. It is variable is a factor-analytically derived dimension based on eight function word dimensions. Words that contribute to

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analytic thinking include exclusives (but, without, except), negations (no, not, never), causal words (because, reason, effect), insight words (realize, know, meaning), tentative words (maybe, perhaps), certainty (absolutely, always), and quantifiers (some, many, greater). Originally published as the categorical-dynamic index, the dimension captures the degree to which people use words that suggest formal, logical, and hierarchical thinking patterns. This category argues that people low in analytical thinking tend to write and think using language that is more narrative, focusing on the here-and-now, and personal experiences. Second, 'Clout' refers to the relative social status, confidence, or leadership that people display through their writing or talking. LIWC's algorithm was developed based on the results from a series of studies where people were interacting with one another [3]. 'Authenticity' refers to people's depiction of themselves in an authentic or honest way. This goes with using are more personal, humble, and vulnerable style. LIWC's algorithm for Authenticity was derived from a series of studies where people were induced to be honest or deceptive [5] as well as a summary of deception studies published in the years afterwards [7]. Finally, 'Tone' measures the emotional inclination of the writer. Although LIWC2015 includes both positive emotion and negative emotion dimensions, the Tone variable puts the two dimensions into a single summary variable. LIWC's algorithm is built so that the higher the number, the more positive the tone. Numbers below 50 suggest a negative emotional cadence [5].

III. Methodology

Sketch Engine is online corpus software using more than 200 corpora in 82 different languages. It offers several ready-to-use corpora, as well as tools to build, upload and install their own corpora. These tools include wordlist, concordancers, thesaurus, and built-in dictionaries. Sketch Engine offers several ready-to-use corpora, as well as tools for users to build, upload and install customized corpora. We use it to upload our data to be processed with such tools. Wordlist option calculates the unique words in a text and their occurrence, concordancers identify a word's collocates while thesauri detect all the substitutive words that occur in the same or similar context of a certain word and the built-in dictionary enables searching for a specific list of words in a corpus [8].

Investigating the psychometrics of word usage, Linguistic Inquiry and Word Count (LIWC) was developed to report on the social and psychological meaning of words. This includes attentional focus, positive and negative emotionality, clout hierarchy, social realization, authenticity and thinking styles. LIWC-2015 can define the psycholinguistic feature of the writings of authors, political figures, poets and ordinary people. Figure 1 shows the proposed methodology we used to extract the psycholinguistic signature of the two studied poets.

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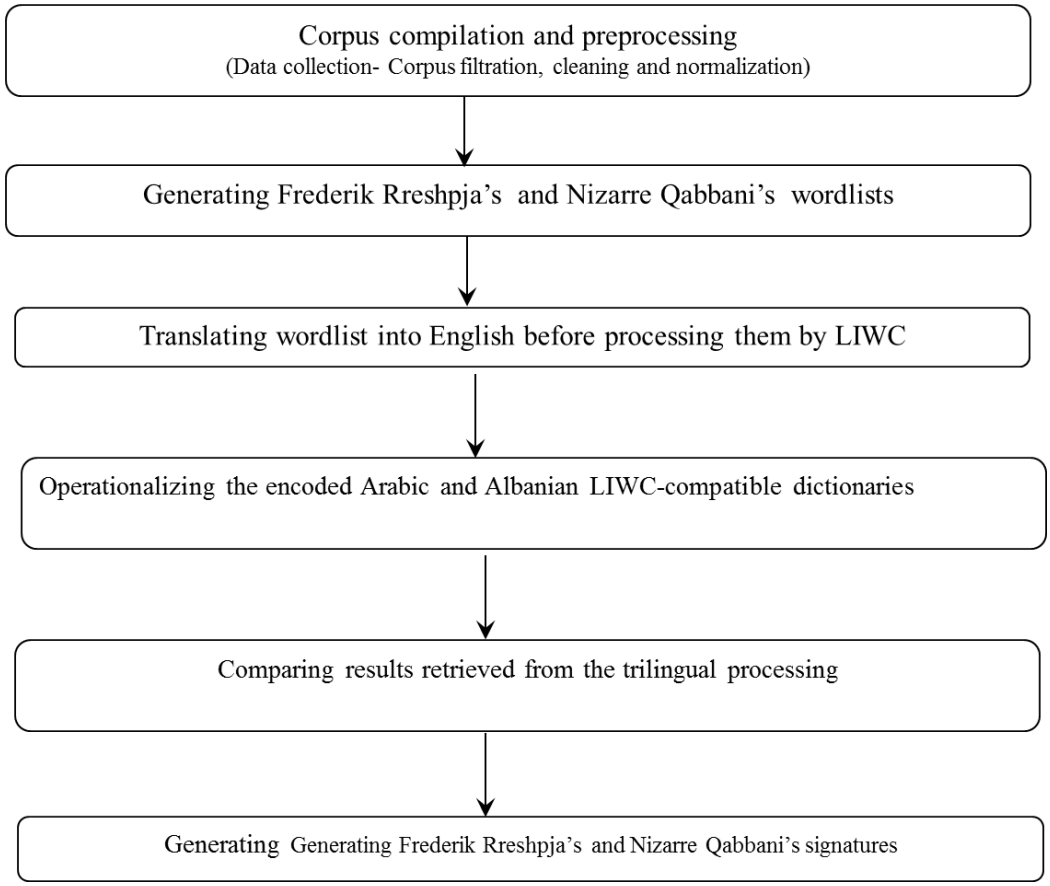

Figure 1. The proposed methodology

IV. Results

Given that legacy of the poets, across languages and cultures, are highly reflective of their psycholinguistic profile and conceptual orientation about the real world, this study aimed at retrieving the psycholinguistic signature of two poets. To explore the psycholinguistic nature about two poets (oriental and occidental poets), we used two computational tool to analyze their poetic output: LIWC and Sketch Engine. Both Frederik Rreshpja and Nizarre Qabbani are frustrated and expatriated from their native societies at the verge of different cultural shifts. Rreshpja and Qabbani demonstrate similar passive tone, high authenticity, questionable clout and a remarkable analytical thinking.

Given that eyes house the basic conceptual metaphor all poets assing to describe the beauty and seduction of their mistresses, Figure 1 views the concordance line of the Arabic equivalents of the English lemma: eye in the poetic lines of Nizarre Qabbani.

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Query 2,183.17) **382** *.عين per million)

المسا شلال فيروز تري و ب	عينيك	الوف الصور و انا منتقل بين هما ضوء	doc#0
الوف الصور و انا منتقل بين هما ضوء	عينيك	وضوء القمر و ب عينيك مرايا اشتعلت و ب	doc#0
منتقل بين هما ضوء عينيك وضوء القمر و ب	عينيك	مرايا اشتعلت و ب حار و ل دت من ابحر و انف	doc#0
اما من مرفا في ء ارسو عسلي الحجر انا	عيناك	انا كنتهما قبل بدء البدء قبل الاعصر	doc#0
زمر ما المصابيح التي تغلي على فتحتي	عينيك	الا ف كري المشاوير التي لم نمش ها بعد	doc#0
ها بعد تدعوك ف لا تفتكري رجع الصيف ل	عينيك	و ل ي ف الد نا مرسومة ب الاخضر و اراجيح ل	doc#0
ب عطايا فوق و سع البيدر التواني قبل	عينيك	سدى و افت كار با نائي جوهر و توقعت ك	doc#0
كان من جنة و محنى من الارحب الارحب و	عينا	ابي ملجا ل النجوم ف هل يذكر الشرق عيني	doc#0
عينا ابي ملجا ل النجوم ف هل يذكر الشرق	عيني	ابي ب ذاكرة الصيف من و الدي كروم و	doc#0
طيب شهي المجاني الى اطيب حملة ك في صحو	عيني	حتى تهيا ل الناس ان ي ابي اشيلك حتى ب	doc#0
تشعل في الكلمات اللهبا . تطلع شمسا من	عيني	ها . تطلع قمحا من ابطي ها . تطلع من سرت	doc#0
رطبا . لو لم ابصر وطني الثاني في	عينيك	ل كانت هذي الدنيا كذبا يا زارعة عمري	doc#0
خشبا احب ك احبك حتى يتم انطفائي ب	عينين	مثل اتساع السماء الى ان اغيب رويدا	doc#0
قميص عزفت ب نفضاة ء كبريائي انا عفو	عينيك	انت كلانا ربيع الربيع عطاء العطاء	doc#0
مررت بي تساءلت في نفسي تري كنت من قبل ب	عينيك	قد خبات احلي قصائدي اذا كان ل ي فضل الغ	doc#0
و البقية تاتي حديثك سجادة فارسية و	عيناك	عصفورتان دمشقيتان تطيران بين	doc#0
دعيني اقود انفلابا يوطد سلطة	عينيك	بين الشعوب دعيني اغير ب الحب وجه	doc#0
اقولك ما بين نفسي و بيني و ما بين اهداب	عيني	و عيني دعيني اقولك ب الرمز ان كنت لا	doc#0
ما بين نفسي و بيني و ما بين اهداب عيني و	عيني	دعيني اقولك ب الرمز ان كنت لا تتقين	doc#0
برزاز المطر دعيني اقدم ل البحر عنوان	عينيك	ان تقبلي دعوتي ل السفر احبك احبك و هذا	doc#0
. هل عند ك شك في من انت يا من تحتل ب	عيني	ها اجزاء الوقت يا امراة تكسر حين تمر	doc#0
. هل عند ك شك ان ك جزء من ذاتي و باني من	عينيك	سرقت النار و قمت ب اخطر توراتي اية ها	doc#0
ما اهداك الله الي هل عند ك شك ان ك قبس من	عيني	و يداك هما استمرار ضوئي ل يدي هل عند ك	doc#0
عن عدد القناديل التي علقت ها في شوارع	عينيك	و عن عدد الاسماك التي ربية ها في	doc#0
تصلي و انا اليوم لست عند ك شيئا اين	عيناي	اين طيبي و ك حلي لا تلام س يدي ب غير شعور	doc#0
طقوس الصلاة ل ان ي اح ب ك يغدو السواد ب	عينيك	ع ند اللقاء اشد سوادا و تغدو يداي	doc#0
يوما ما اريد اخر عصفور يخرج من غرناطة	عيناك	اخر مركبين يساف ران ف هل هذال ك من مكان	doc#0
في محطات الجنون و ما وصلت الي مكان	عيناك	اخر فرصتين متاحتين ل من يفك ر ب الهروب	doc#0

Figure 2. The concordance of ‘eye’ in the Arabic poems of Nizarre Qabbani

From the concordance, it can be concluded that the feminine eye is the reason for change and means of magic which cannot be resisted. To contrast, Figure 3 provides the concordance of the Albanian equivalent, stye, in the poetic lines of Frederik Rreshpja.

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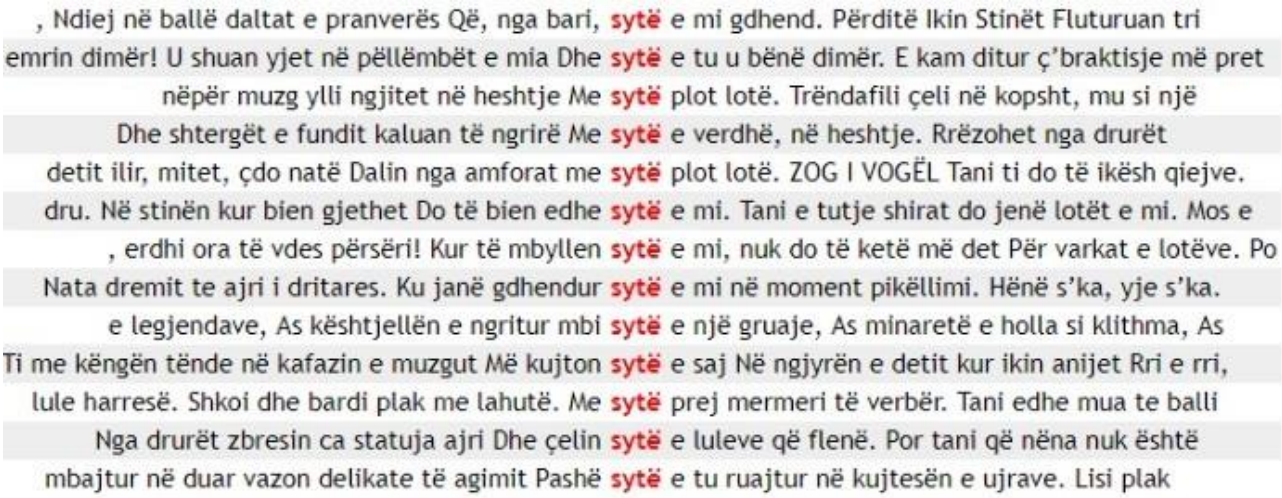

Figure 3. The concordance of ‘eye’ in the Albanian poems of Frederik Rreshpja.

V. Conclusion

Both Frederik Rreshpja and Nizarre Qabbani are frustrated and expatriated from their native societies at the verge of different cultural shifts. Rreshpja and Qabbani demonstrate similar passive tone, high authenticity, questionable clout and a remarkable analytical thinking. We recommend assigning our methodology in creating a universal psycholinguistic archive of poets all over the world.

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THE INFLUENCE OF THE PARENTAL ATTITUDES ON CHILDREN'S BILINGUALISM

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Abstract

In this Journal Paper I am going to talk about my research on Bilingualism : from its definition to some of its most common features. People who are not interested in the fields of languages, linguistics, psychology, philosophy or sociology may not have heard or may not know what bilingualism truly is. Therefore I'm going to give to it a significance that everybody can understand and talk about. It is very difficult to give an exact definition of the term "bilingualism." Based on age, it is possible to classify different types of this phenomenon. Age, in fact, is a fundamental prerequisite for the optimum learning of a second language.Unlike adults, children, from a neurological point of view, have a more open cognitive system. During preschool years, children can learn a language through play and fun spontaneously, just as they learn to walk. Thus I am going to analyze it through children's different types of being bilingual.

Keyword: *Bilingualism, languages, metalinguistic, cultural*

I. Introduction

It is very difficult to give an exact definition of the term "bilingualism." Based on age, it is possible to classify different types of this phenomenon. Age, in fact, is a fundamental prerequisite for the optimum learning of a second language. According to researchers, childhood is the best period in a person's life to learn L2 because children acquire a second language with naturalness and it is easier for them to do so compared to adults. Unlike adults, children, from a neurological point of view, have a more open cognitivesystem. During preschool years, children can learn a language through play and fun spontaneously, just as they learn to walk. The child's curiosity and the desire to communicate, facilitate the development process of the languages. In recent years, many studies have been carried out. These

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studies have shown that bilingualism, during childhood, facilitates cognitive development. It has been proven that bilingual children have greater metalinguistic and abstractive capability and cognitive flexibility than monolinguals. This is one of the most important advantages of learning a second language very early in life. Many parents are afraid that a child could acquire a language at the expense of another one, causing a linguistic and cognitive retardation. In the next chapter, I will focus on debunking the myth around bilingualism through research, conducted by international scientists, that demonstrates the intellective and cultural advantages of learning a second language during childhood.

II. Bilingualism

A. Bilingualism classification

In the analysis of any linguistic phenomenon, the first objective that commonly arises is to formulate a definition that expresses succinctly what this phenomenon is. The multidimensionality of bilingualism makes it, in fact, very difficult to find a general definition. Generally a bilingual is: " [...]A person who uses two languages -separately or together -for different purposes, in different domains of life, with different people. Because the needs and uses of the two languages are usually quite different, the bilingual is rarely equally or completely fluent in his/her languages." According to the European Observatory on Multilingualism, one in two children grow up in a bilingual environment. A few decades ago, it was estimated that half, or a bit more than half, of the world's population was bilingual. Today, the increase in migratory flows and the early learning of foreign languages, have overturned the statistics. Today, monolinguals can be considered almost an exception. In Italy and elsewhere in Europe, the number of bilingual families is growing, mainly due to a greater international mobility. The presence of multiple languages and cultures is a reality in schools from kindergarten, but often, childhood bilingualism continues to be the object of prejudice, fueled by the lack of information. It is, therefore, important to have correct information on bilingualism, in order to know what the most common prejudices are and the important role that this phenomenon plays on the child's brain. Research has highlighted that there are different ways to be bilingual and itis possible to subdivide this phenomenon into different categories, taking into consideration three aspects:

- Age of acquisition of a second language (simultaneous bilingualism / consecutive bilingualism)
- Cognitive organization (compound bilingualism / coordinate bilingualism)
- Linguistic skills (balanced bilingualism / dominant bilingualism).

B.Bilingualism, Advantages

Recent research on the bilingual brain has contributed, not only to debunking the negative prejudices on bilingualism, but also to proving that bilingual development in

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children involves much more that the knowledge of two languages. In addition to the known advantages such as access to two cultures, greater tolerance towards other cultures, and the undoubtedly future advantages on the job market, bilingualism provides less known benefits, which perhaps are even more important, on how to think and act in different situations. In order to understand these effects, it is important to underline that the brain is perfectly able to 'manage' two or more languages simultaneously since birth. Furthermore, the brain has the greatest receptivity when it comes to language learning in the first years of life: children, in fact, can learn any language or a variety of languages effortlessly just as they learn to walk. More than 150 studies conducted over the past 35 years have confirmed the benefits of bilingual education:

•From a metalinguistic point of view. Bilingual children are more aware of the structure and the functioning of a language and this gives bilingual children an advantage, over monolingual children, when learning a second language.

•From a cultural point of view.Bilingualism is an asset because it allows the child to confront two different cultures while exerting greater tolerance towards what is considered "different." Being able to communicate in two languages also provides a definite advantage in the workplace.

b.1Metalinguistic advantages

Learning two languages since childhood entails numerous positive effects in both linguistic and non-linguistic areas. One of these effects includes greater spontaneous knowledge of the linguistic structure. Bilingual children naturally understand the structure and the function of languages. This is possible because they have two different linguistic systems that help them to focus their attention on the structural aspect of languages. Furthermore, bilingual children are familiar with two words for the same object and two structures to express the same concept; consequently they have greater skills when distinguishing between form and meaning and in understanding the conventional relationship between the objects and words that represent them. Due to these metalinguistic skills, bilingual children are able to reflect, not only on the content of the message, but also on its form. For instance, faced with the sentence “The cat barks”, monolingual children said that it made no sense whereas bilingual children said that it was wrong, but grammatically correct. This underlines that bilingual children pay particular attention to the linguistic form and not only to the content. In addition the intuitive knowledge of the linguistic structure is an advantage for bilingual children especially when learning a third and a fourth language.

b.2 Cultural advantages

In short, learning languages is physiologically good for the brain in every stage of life. From a practical point of view, there are numerous and obvious benefits from bilingualism, but they are only the tip of the iceberg. Bilingualism promotes understanding, tolerance and open-

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mindedness towards other peoples and other customs and it expands the vision and perspective of the world. Moreover, it leads to greater flexibility of adaptation in the most varied contexts and it arouses the individual's interest in whatever concerns languages. This is why bilinguals can demonstrate mental flexibility seldom attained by people who speak only one language. Bilingualism awakens the curiosity and originality of thought. Finally, it enriches an individual's personality that is the result of two cultures, two literatures, and two ways of life.

III. Conclusion

This study used different people to examine the attitudes, beliefs and intended behaviours of Albanian-primary language parents in raising their children to become bilingual in Albanian and Italian/English. The study findings indicate that Albanian-primary-language parents want to raise their children to be bilingual, and family members, past personal experiences, and schools are major influences on their decisions to do so.

Parents prefer Italian/English-only classes in school and speaking Albanian at home. Parents use family and friends, bilingual books, schools, media and community programs and resources.

The parents in our study identified various benefits of bilingualism for their children, including economic and career advancement, communication advantages, becoming a well-rounded individual, and preservation of their cultures.

Compared with immigrant children who speak only Italian/English, immigrant children who speak both the majority language and their native language are more likely to develop close family and cultural connections, leading to a better social and emotional health.

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FRIENDSHIP IN HUCKLEBERRY FINN

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Abstract

This research paper discusses the theme of friendship in Mark Twain's The Adventures of Huckleberry Finn. Written in 1884 Huckleberry Finn, accounts at the same time for Twain's concern with the problem of creative independence and with freedom and integrity. Between these two, Twain frames the story of young boy, Huckleberry Finn, who soon finds himself caught up between two worlds, that of children and that of adults. The choices he will have to make later are moral choices, not to be sorted out through adult reasoning, but through childish "naiveté" and truthfulness. The theme of friendship stands moves exactly between these two worlds and also embraces the choices Huck will have to make.

In this paper I will try to explain some of the patterns of friendship that we find in the novel and how they contribute to the discussion of this theme and of the novel itself.

Introduction

Greatly inspired by Twain's childhood experiences in Hannibal, Missouri, The Adventures of Huckleberry Finn, while trying to capture the childish mood of his past, undertakes the moral task of questioning the values of the American society of the time. The sleepy river town of Samuel Clemens' boyhood which would become the imaginative scene of archetypal innocence and the idyllic small town with all its charm and potential, its social and political injustice, while recreating his childhood atmosphere, will also make the reader as well as Huck face a moral dilemma. It is probably for these reasons that Hemingway would declare that "All modern American literature comes from one book by Mark Twain called Huckleberry Finn. […] it's the best book we've had. All American writing comes from that. There was nothing before. There has been nothing as good since." (Hemingway 2002: 23)

Set in the fictional St. Petersburg, on the banks of the Mississippi River, Huck Finn recounts the story of a boy of thirteen

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or fourteen who decides to run away from the cruelties of a drunken father and the ''sivilizing'' (pressures of the respectable St. Petersburg society. At the moment of escape, he falls in with Jim, Miss Watson's runaway slave. Together they make their way down the Mississipi on a raft brought down on the ''June rise'', travelling over a thousand miles to the Phelps's plantation in Arkansas, where the novel has its ending. A good part of the analysis will focus on these two characters not only for the simple fact that the story of Huck and Jim is the backbone of the novel but because it is this very story that has given Twain the chance to explore issues of social and moral concern.

This book, a mixture of local color fiction and adventure story, inspired controversy exactly for its rich local color and daring examinations of racism. It is actually the first that has allowed Twain to explore the second. The small town of St. Petersburg fashioned after Hannibal, Twain's hometown and the Mississippi River account a great deal for the local flavor of the novel. Indeed, the Mississippi River is very important in the novel because the major part of the events happened on that river. The river is like a silent character that witnesses any single event that takes place there but has no mouth to stand and speak up. Thus the story of Huckleberry Finn abounds with enduring lessons and images and is, as I pointed out earlier, one of Mark Twain's greatest novels.

Many aspects of the novel have already been discussed by scholars. In this thesis I will focus on one issue in the novel whose handling by the novelist has always impressed me and that is friendship. Friendship can be expressed in many different ways. Friendship is like a bond made up of different characteristics such as individuality, trust and always reliable. In that sense, Huck is caught up in an interesting network of friendships. As a young boy, Huck feels closer to Tom because he shares will him a world full of adventure, a sense of liberty that is always envious. Whereas with Jim, he shares the forbidden experience of the runaway. Their friendship is governed by a sort of manly code that should never be betrayed and which serves as a invitation call for Huck's introduction into the adult world. Huck, Tom and Jim are perfect examples of what friendship should be.

In the following part I will try to analyze how Twain handles the theme of friendship in the novel, what patterns of friendship he introduces and how they serve the overall purpose of the novel.

The thesis is divided into four chapters. In the first chapter I try to explore the concept of friendship in the attempt to establish a framework for the analysis that will follow. In chapter two I focus on the friendship between Huck and Tom, in the third on that between Huck and Jim, which also the driving force of the novel. In chapter four some considerations about the role of the Mississippi River are brought and in the end some conclusions follow.

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1. Friendship as a universal theme

In this chapter I attempt to explore and define the concept of friendship. Friendship involves social interaction between people. It exists anywhere, between two women, between two men, between a woman and a man, between spouses, between young children and among the elderly. Many have written about it. Poets have for long praised it. Although it involves interaction between two people, it is often considered a value. Below I have enlisted some quotes about friendship (Gooreads Inc 2013). As it can be noted, the list contains considerations of friendship by renowned people, be they novelists, poets, scientists, philosophers, presidents, religious people and so on:

> Don't walk behind me; I may not lead. Don't walk in front of me; I may not follow. Just walk beside me and be my friend.(Albert Camus)

> An insincere and evil friend is more to be feared than a wild beast; a wild beast may wound your body, but an evil friend will wound your mind. (Buddha)

> A friend is one who knows you and loves you just the same.(Elbert Hubbard)

> Friendship... is not something you learn in school. But if you haven't learned the meaning of friendship, you really haven't learned anything. (Muhammad Ali)

> When we honestly ask ourselves which person in our lives means the most to us, we often find that it is those who, instead of giving advice, solutions, or cures, have chosen rather to share our pain and touch our wounds with a warm and tender hand.(Henri Nouwen)

> A friend should be one in whose understanding and virtue we can equally confide, and whose opinion we can value at once for its justness and its sincerity. (Robert Hall)

> Be courteous to all, but intimate with few, and let those few be well tried before you give them your confidence. (George Washington)

> A true friend freely, advises justly, assists readily, adventures boldly, takes all patiently, defends courageously, and continues a friend unchangeably. (William Penn)

> The friend who can be silent with us in a moment of despair or confusion, who can stay with us in an hour of grief and bereavement, who can tolerate not knowing... not healing, not curing... that is a friend who cares.(Henri Nouwen)

> But friendship is precious, not only in the shade, but in the sunshine of life, and thanks to a

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benevolent arrangement the greater part of life is sunshine.(Thomas Jefferson)

It is one of the blessings of old friends that you can afford to be stupid with them.(Ralph Waldo Emerson)

A friend is someone who gives you total freedom to be yourself.(Jim Morrison)

Friendship is a single soul dwelling in two bodies.(Aristotle)

True friends stab you in the front (Oscar Wilde)

The holy passion of friendship is so sweet and steady and loyal and enduring,a nature that it will last through a whole lifetime,if not asked to lend money.(Pudd'n Head Wilson)

As it can be inferred, friendship is a distinctively personal relationship that is grounded in a concern on the part of each friend for the welfare of the other, for the other's sake, and that involves some degree of intimacy. As such, friendship is undoubtedly central to our lives, in part because the special concern we have for our friends must have a place within a broader set of concerns, including moral concerns, and in part because our friends can help shape who we are as persons. Friendship is a type of interpersonal relationship that is found among humans and among animals with rich intelligence, such as the higher mammals and some birds. Individuals in a friendship relationship will generally welcome each other's company and often exhibit mutually helping behavior. Friendship is generally considered to be a closer personal relationship than an acquaintanceship, although there a range of 'degrees of intimacy' in both friends and acquaintances.

Sometimes sacrificing family for friendship is a big decision to be taken, it is not easy and is very dangerous, because everyone says that family is the most important in the world, but for the others friendship is indispensable. True friendship is perhaps the only relation that survives the trials of time and remains unconditional.

A unique blend of affection, loyalty, love, respect, trust and loads of fun is perhaps what describes the true meaning of friendship. Similar interests, mutual respect and strong attachment with each other are what friends share between each other.

Friendship is a feeling of comfort and emotional safety with a person. It is when you do not have to weigh your thoughts and measure words, before keeping it forth before your friend. Friendship is eternal. Of course if it is pure, if you believe in each other, if you share good and bad moments with each other.

Psychologically speaking, friendship may be defined as "a dynamic, mutual relationship between two individuals. As children become friends, they negotiate boundaries within which both partners function" (Keudell 2012). This helps them

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to function like healthy individuals in life as they learn to draw a line as and when needed in a relation. This greatly helps in the emotional development of an individual. However, any relation needs constant nurturing and development from all the people that are involved in one. Friendship cannot survive if one person makes all the effort to sustain it without any mutual recognition from others.

Friends represent a different world on us. With their presence a new world is born. What is important in friendship is to accept the other as he/she is without judging him/her. What is of great interest to me in this respect is the concept of the other as opposed to the concept of self. After all, friendship brings together both self and the other. The question is: what are the qualities of the other so that self selects it? Either employed in the Lacanian sense[18] or in the postcolonial sense[19], the other in the novel assumes the shape of Tom and that of Jim. Thus two forms of the other develop in the novel the other-like-self and the other-unlike-self, to use two terms that Peters (2001) has coined to discuss forms of subjectivity in the fiction of Joseph Conrad. In any case, I will borrow these two terms to refer to the two types of friendship that Huck establishes, with Tom, that is, the other-like-self and with Jim, the other-unlike-self. The other-like-self assumes a sense of shared belonging, mainly from the

[18] The concept of the other (either used in lowercase or uppercase) is fundamental in Lacan's thinking, especially in his explanation of child's development, which he relates with the entrance into the world if language. As we know, this development passes through three different stages: 1) The Imaginary (the child does not speak and the world is subject of his fantasies), 2) The Symbolic (develops hen the child begins to enter the world of language), 3) The Real (it's not the same with reality, it's opposed to the Imaginary but also unrelated to the Symbolic). A crucial stage is the Mirror stage, the stage between the Imaginary and the Symbolic, a stage in which the child recognizes himself in the mirror. The reflections he gets are misrecognitions. This stage is also responsible for the formation of the ego. The concept of the other (lowercase) is used here to refer to ego itself as an other, that is, a projection and reflection of the ego. Whereas, the big other representing two types of otherness is related to the Symbolic and the Real. "The big Other designates radical alterity, an other-ness which transcends the illusory otherness of the imaginary because it cannot be assimilated through identification. Lacan equates this radical alterity with language and the law, and hence the big Other is inscribed in the order of the symbolic. Indeed, the big Other is the symbolic insofar as it is particularized for each subject. The Other is thus both another subject, in his radical alterity and unassimilable uniqueness, and also the symbolic order which mediates the relationship with that other subject." (Evans 1996:133)

[19] In postcolonial studies the concept of the other has more political connotations and is related to domination, colonization and violence. These studies mainly address questions about the identification and knowledge of the other.

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racial point of view, whereas the other-unlike-self does not assume this sense.

Friendship with the other-unlike-self informs the greatest concerns in the novel. Jim is the other-unlike-self not only in racial terms but also in age differences. Huck is only fourteen years old, whereas Jim is a man, has a wife and children. What could unite two people belonging to very different worlds, with different concepts and views of life? This question will be answered more fully in chapter 3.

2. Friendship: Self and the other-like-self

In this chapter I will try to analyze how Twain develops the concept of friendship as a union between people of the same age. I will try to argue that this form of friendship contributes not only to the novel's adventurous mood but also acts as a reminder for Huck to return him to the world of children.

In the novel Tom, Huck and some other boys form a band of robbers and call it Tom Sawyer's Gang. Tom proposes strong rules that everyone is obliged to respect, and if they do not respect them, they will be punished. Despite these "undemocratic" rules imposed on the gang, the band is closely related by friendship. Some rituals and actions they perform follow certain conventions of friendship. Everyone writes his name with blood. Blood is the sign of unity, of sincere friendship and fidelity. They stuck a pin on their fingers to get blood to sign with, and make a mark on the paper. The principle of this band is friendship.

Both Huck and Tom are tied by an old friendship, which dates back to the days described in The Adventures of Tom Sawyer. In many ways Tom represents the other-like-self. They are about the same age, both are adventurous and lonely. In this respect, it is easy for self (Huck) to make friends with the other-like-self (Tom). Tom returns in the second part of the novel thus giving a new twist to the events in the story. A ''me-yow!me-yow!'' (5) and Huck recognizes amongst the trees his old good friend Tom Sawyer. Their friendship begins when Tom and Huck find the money of the robbers in the cave and in this way they become rich. Huck's money is guarded by Judge Thatcher, who helps Huck all the time keeping his money safe.

Tired of the life with the widow Douglas, Huck decides to run away, but later it is Tom who helps Huck to turn back to the widow. Upon creation of the band of robbers, he proposes Huck to join the band only if he goes back to the widow and be respectable to her. He finally accepts and they belong to the same band:

> "Now, we'll start this band of robbers and call it Tom Sawyer's Gang.
>
> Everybody that wants to join has got to take an oath, and write his name in blood." (9)

So Tom has some pretty intense ideas about friendship. But what is more important is the fact that you have to swear your loyalty to your friends in blood. Friendship becomes stronger when the two

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friends collaborate with each other to prepare a plan to help Jim escape. They both are involved in this ''dirty, low-down business'' (313):

> "I know what you'll say. You'll say it's dirty, low-down business; but what if it is? I'm low down; and I'm a-going to steal him, and I want you keep mum and not let on. Will you?"
>
> His eye lit up, and he says:
>
> "I'll help you steal him!" (313)

Despite similarities, Huck and Tom are different from each other. Huck has a natural intelligence which is very different from Tom's imagination. Huck sees things as they are with a power that goes beyond mere sight, he beholds the world as the world and acts accordingly. What is interesting about Huck is that he has a low opinion of himself, believing that everyone he comes in contact with is better than him. Indeed he is the better one because he helps the others without interest and fights with them, gives them new ideas to go ahead. The feeling of inferiority is also present in friendship, when Huck feels inferior towards Tom, because Tom knows a lot about kings, history, pirates, attends school and reads books.

While Huck is the "serious" guy, Tom is the funny one. He's always up to something and comes up with brilliant schemes. Huck looks to Tom as a role model. He follows Tom. Tom has always been there for Huck especially when it comes to getting away from the widow. He also helps Jim escape from slavery. When there is trouble, Tom makes sure that no one is left behind.

Even though he is a little boy he confronts a lot of problems, but also the problems of his friends, he learns about the feud that exists between two tribes. Huck sees how wonderful the Grangerfords are, and they start a conversation asking Buck about the family feud with the Shepherdsons. In this way Huck learns about the feud that was unknown to him, so in his long road he learns a lot of things. Huck becomes so disgusted that he can no longer relate the details lest he become sick himself. He becomes friend with Mary Jane and he wants to help her not to be tricked by those men. Mary Jane promises to pray for Huck. His reaction is very interesting because he compares himself to Judas, the disciple who betrayed Christ and turned him over to the Roman soldiers. And he thinks that praying for him is a monumental task for a mere girl to take on.

Trust is important in a friendship, especially in a close relationship; you have to trust each other in order to go ahead and to achieve great things as did Huck, Tom and Jim. In the novel they tell several lies, but theirs are "white lies" and serve several purposes. Indeed Twain uses lies as a paradigm to tell the readers a lot about Huck. While Tom tells childish lies, intended mainly for entertainment, Huck lies for protection, at the beginning to protect himself and later to protect Jim. He is so clever as to simulate a fake death in order to

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save himself from his drunken father. After this, he dresses up like a girl to gather information in town after he and Jim have run away. Later he tells a serious of other lies to protect Jim from being captured. So, upon seeing two white men approaching the raft, he lies telling them that his father is sick with smallpox. These are things that make Huck a very loving character because he uses his imagination to save the others. So he become a living legend, a hero who strives to make the world a better place to live, in the potential loving relationship he forms with a runaway slave.

3. Friendship: Self and the other-unlike-self

In this chapter I will discuss the friendship between Huck and Jim as one of the most important relationships established in the novel, one that does not point to the theme of friendship only, but to the overall theme of the novel, that is civilization and racism in nineteenth-century America. Their friendship started when Huck has been alone for three days on the Jackson Island. His feeling of loneliness is replaced by feelings of terror when he stumbles upon the remains of a campfire, signalling that he is not alone on this large island. After a while he discovers that the stranger is Jim who is on the run from Miss Watson. Huck is shocked because in his world a runaway slave is a criminal. He promises never to divulge Jim's secret and he intends to honor that commitment. This is the first token of true friendship. Huck has to resolve a conflict between legal and ethical demands and remain true to his word and feelings.

Jim is different from the rest of the American society, not only for his colour but also for his special way of thinking, living, speaking and so on. But Huck and Tom accept him as he is.

Their friendship is strengthened after a lot of different tasks, especially when Huck has to make the tough decision of returning or not returning Jim to his owners. Huck finally has the chance to tell Jim how important he is. Huck realizes that Jim is one of his closest friends. Huck then decides not to turn Jim in. They trust and rely on each other. Their friendship is the major theme in the book.

Although Jim represents the other-unlike-self in terms of race and age, still we can say that Huck and Jim share a lot. For instance, they say the same words to express the same opinion, so they do not use the proper word but they invent words for instance for the word ''forget'' they use the word ''disremember''. Huck and Jim come to a higher level of relationship which is the basis for Huck's final powerful decision to go to hell.

Huck is named as a king. He has a royal poise, a calm, regal demeanor as he presides over his empire of dirt and muddy water. It is not the kingdom that makes the king, but it is the inspired soul. Friendship and loyalty are two more important things in the world:

> "[…] Jim won't ever forgit you, Huck; you's de bes' fren' Jim's ever had; en you's de only fren'

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> ole Jim's got now." (124; emphasis in original)

They live isolated by serving with pain the white people who are governing them. But not all white people are so cruel and callous, there are other people who appreciate their attitude, their heart and not the skin colour. These others are Tom and Huck.

A good question to ask at this point is why Twain chose Huck as his main character and not Tom or some other boy from a well-to-do family. There are in my view several reasons for that. No other character could have served Twain's purpose better than Huck. The truth is that Twain did not the perfect child for his purpose. He needed an enfant terrible to assign him the task of questioning civilization. A well-to-do child would have failed this purpose for the simple fact that he/she would have been a product of the society under discussion and would have never felt free to rise above the prejudices of this society. Even Tom could not have carried out this task because his sense of imagination would have not allowed him to view the matter critically. And in fact, Tom's return actually spoils and delays Huck's plans for saving Jim because what Tom needs to get out of this story is his own sense of adventure. Left orphaned and tried out from a very early age, Huck represents a truly free spirit. When he runs away, he does not simply run away from a drunken father, but from the whole St. Petersburg society. His dilemma whether to return Jim to his owner or save him to freedom questions exactly the values and rules of this society.

Why was Jim an isolated man, a prisoner of the society in which he lived? He was isolated for a very ridiculous reason, because his skin is not white, and these people are forced to subject to any order of the white people, because coloured people were considered slaves.

Jim has experienced the love of wife and children, has experienced the pleasure of being a parent, though not for a long time, because the society in which he lives does not allow black people to enjoy such a privilege of nature.

Huck helps Jim escape his terrible lot, and because he has made a promise to a friend, he is, at the same time, breaking the laws of the same society he is running from. Jim feels that white people do not appreciate him; in the same way he feels they do not appreciate him.

If the plan for Jim's escape is for Tom an adventure, for Huck it is a top priority. There is great affection between Huck and Jim, even more than between him and Tom. But he ends up doing everything that Tom says in order to be free, to enjoy life.

We notice that Jim and Huck's relationship changes slowly throughout the story, and actually induces the climax of the story. Huck says:

> "Well, I warn't long making him understand I warn't dead. I was ever so glad to see Jim. I warn't lonesome now. I told him I

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> warn't afraid of him telling the people where I was. I talked along, but he only set there and looked at me; never said nothing." (58; emphasis in original)

So Huck is glad to see Jim because he considers him a friend. Huck displays friendship through loyalty. He is totally loyal to Jim even though they are not together. When separation occurs, he is always coming back to Jim. For example, when Tom meets with the Grangerfords, it is as if he completely forgets about Jim. Although when the fighting happens and ends, Huck returns to Jim.

Twain does idealize neither Jim nor Huck. So Jim is quite garrulous and beguiling sometimes. He boasts to the other slaves about his meetings with the witches or tells different lies. He behaves in this way in order to be the leader of the slaves, to be superior over the others.

At first, Jim and Huck (after Huck's fake death) aren't very fond of each other, but none the less, Jim is very friendly in all aspects. Huck sometimes takes advantage of Jim, and plays mean pranks on him. Jim reacts as "a white man would" (26) and Huck realizes that these pranks he pulls on Jim are really hurting his feelings and Huck feels like a bad person for such pranks.

Huck is the son of a drunken man, who beats him repeatedly and gets money from him. The only way for Huck is escape. He goes to an island, where he feels free. He is the boss of the island; he forms a kind of relationship with the animals living there. While living for days alone in the forest, one day he meets someone, whom he later recognizes as Jim. After spending some days together they become good friends and start a lot of adventures together. They explore the entire island and become its "owners". They fish or hunt and in this way they survive.

Huck learns that Pap has disappeared and that Jim is a prime suspect in Huck's supposed murder and, even worse, there is a reward for Jim's capture. Because Huck and Jim are very good friends, Huck will "risk his hide" to save Jim from serious situations, caused mainly by the Royal Nonesuch (aka The King and The Duke who are con artists) Huck feels that being good friends with Jim is going against his religion, brought up to him by The Widow, and more than once implies that he will "go to hell" (297) for Jim because Jim has done nothing wrong, and because Huck is for Jim his only friend, and his best friend, because nobody has ever been so nice to him.

By the end of the book, Tom Sawyer is reintroduced to Huck, and Huck becomes the follower he usually is around Tom. Tom regresses Huck and Jim's relationship, and Jim almost becomes a prop in the background to Tom's master scheme, (which is really just to entertain himself) which has no meaning at all since Jim could easily be freed. Indeed, there is much critical debate about the role of Tom's reintroduction in the story. In my view, it is true that Tom's interference complicates Huck's plans for freeing Jim, but his presence serves as a reminder for Huck as well as the reader that he is still a young boy and that he deserves enjoying the pleasure of

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some adventure. Tom's influence on Huck has been testified since The Adventures of Tom Sawyer. A whistle from Tom is enough to "distract" Huck from his "adult" plans for freeing Jim. But at the end of the book all is well and most of Huck's friends and relatives see that Jim really is a good person. This is how friendships can change someone.

The developing friendship between a white boy (Huck) and a black slave (Jim) is the main driving force of this novel. It is this friendship that makes Huck's decision of whether to help Jim escape slavery so difficult. Huck's ultimate choice pits him against everything that he had previously known to be right. Huck makes several comments throughout the book that let us know how seriously he takes his friendships. He values loyalty most highly, and that leads him to stick with Jim (who proves his loyalty to Huck several times) to the end. Jim has trust in Huck. He always depends on Huck. He is always waiting for Huck. Jim also cares for Huck and thinks of Huck as his only hope. Jim and Huck build on each other as time passes by or as they continue their journey along the river. The most beautiful moment in the novel is when Huck has to make the tough decision of returning Jim to his owner or not. Although Huck is still a young boy, the choice he has to make requires adult reasoning. He begins writing a letter to Mrs Watson and then stops. The thought of Jim, of his trust in Huck, of their good friendship make Huck decide otherwise:

> I'd see him standing my watch on top of his'n, 'stead of calling me, so I could go on sleeping; and see him how glad he was when I come back out of the fog; and when I come to him again in the swamp, up there where the feud was; and such-like times; and would always call me honey, and pet me, and do everything he could think of for me, and how good he always was; and at last I struck the time I saved him by telling the men we had smallpox aboard, and he was so grateful, and said I was the best friend old Jim ever had in the world, and the only one he's got now; and then I happened to look around and see that paper.
>
> It was a close place. I took it up, and held it in my hand. I was a-trembling, because I'd got to decide, forever, betwixt two things, and I knowed it. I studied a minute, sort of holding my breath, and then says to myself:
>
> "All right, then, I'll go to hell"--and tore it up. (296-7; emphasis added)

Huck and Jim share more than it is believed. Jim's language is easy for Huck. Language is indeed a powerful tool Twain uses in this novel. Huck's language is imperfect, Jim's too. This linguistic imperfection counterpoises the "perfection" of the white learned people who despite their learning lack open-mindedness. This linguistic mixture notable in the speech patterns used by Huck and Jim is part of the "black-of-

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white acculturation" (Piersen 1993: 158) that took place in the southern culture by the end of the civil war. Piersen quotes Sidney Andrews who says that "the language of a lower class of the whites is so much like that of the negroes that it is difficult to say where the English ends and the African begins" (ibid.).

But not only this, they have other things in common. They like the same things, eat the same food, hunt for living, have to hide and live for a long time in a steamboat to escape from people. Huck escapes from his father, Jim from the whole society. Freeing Jim from slavery is a symbolic act which the whole American society should read as an anti-slavery message for the liberation of all slaves to live free from this miserable life. Huck helped Jim out of noble feelings because he felt Jim needed him. He was not tempted by the money set as a reward for Jim's finding. He even lied to protect him. Complexion is not relevant here. Helping a black man doesn't mean that you have to be a black man too. He is a pure white boy with a white and wide heart.

Jimmy and Huck also share some matters of taste: each is especially awed by a particular clock and both set themselves up judges of refinement. The two boys are both easily impressed by other things as well, Jimmy by the size of the church steeple and the weather vane at its top, Huck by the Grangerfords' fake plaster fruits and Emmeline's dreadful poetry. Both Jimmy and Huck are proud that they "know the signs of a dead cat being around" (211) and are only too glad to show their knowledge.

Both boys are naive and open, engaging and bright. They are unpretentious, uninhibited, easily impressed and unusually loquacious. They free-associate with remarkable energy and verve. Both are supplied with a remarkable sense of humanity. Jim often acts as a father for Huck, shows great care of him. Huck is kind to other people besides Jim. For instance, he is kind to the duke and the king, two scoundrels in a great hurry to get away from somebody. Huck lets them come back to the raft with him. They become friends living for days together and making everything together. Even though they are not "honest", Huck accepts them as they are.

Later, when the duke and the dauphin pull several scams in the small towns along the river, Huck and Jim decide to intervene. Coming into one town, the duke and the dauphin hear the story of a man, Peter Wilks, who has recently died and left much of his inheritance to his two brothers, who should be arriving from England any day. The duke and the dauphin enter the town pretending to be Wilks's brothers. Wilks's three nieces welcome them and quickly set about liquidating the estate. A few townspeople become skeptical, and Huck, who grows to admire the Wilks sisters, decides to thwart the scam. He steals the dead Peter Wilks's gold from the duke and the dauphin but is forced to stash it in Wilks's coffin. Huck then reveals all to the

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eldest Wilks sister, Mary Jane. Huck's plan for exposing the duke and the dauphin is about to unfold when Wilks's real brothers arrive from England. The angry townspeople hold both sets of Wilks claimants, and the duke and the dauphin just barely escape in the ensuing confusion. Fortunately for the sisters, the gold is found. Unfortunately for Huck and Jim, the duke and the dauphin make it back to the raft just as Huck and Jim are pushing off.

After a few more small scams, the duke and dauphin commit their worst crime yet: they sell Jim to a local farmer, telling him Jim is a runaway for whom a large reward is being offered. Huck finds out where Jim is being held and resolves to free him. At the house where Jim is a prisoner, a woman greets Huck excitedly and calls him "Tom." As Huck quickly discovers, the people holding Jim are no one other than Tom Sawyer's aunt and uncle, Silas and Sally Phelps. The Phelpses mistake Huck for Tom, who is due to arrive for a visit, and Huck goes along with their mistake. He intercepts Tom between the Phelps house and the steamboat dock, and Tom pretends to be his own younger brother, Sid.

Huck is sure Tom's plan will get them all killed, but he complies nonetheless. After a seeming eternity of pointless preparation, during which the boys ransack the Phelps's house and make Aunt Sally miserable, they put the plan into action. As dangerous was the escape that Tom has taken a bullet in the calf, but still he resists and said to them not to interrupt the plan. But Jim declares that getting medical attention for Tom's injury is more important than him gaining his long-awaited freedom. Even why Jim's most important thing in that moment was to be free, he rescues again his life in order to find someone to help Tom. Jim is a black man but it doesn't mean that his heart was black too. Even why he is an uneducated man, knowing nothing about the world, he has a pure heart. All are returned to the Phelps's house, where Jim ends up back in chains.

When Tom wakes the next morning, he reveals that Jim has actually been a free man all along, as Miss Watson, who made a provision in her will to free Jim, died two months earlier. Tom had planned the entire escape idea all as a game and had intended to pay Jim for his troubles. Tom's Aunt Polly then shows up, identifying "Tom" as "Sid" as Huck and Tom. Jim tells Huck, who fears for his future—particularly that his father might reappear—that the body they found on the floating house off Jackson's Island had been Pap's. Aunt Sally then steps in and offers to adopt Huck, but Huck, who has had enough "sivilizing," announces his plan to set out for the West.

On the whole, it can be said that although I identified Jim as Huck's the other-unlike-self, he shares with Huck more Huck shares with Tom, his other-like-self. The intention is to demonstrate that such a distinction is based on colour discrimination and that black and white are much more similar than it is thought, they are both human beings and as such must possess the same rights.

4. The Mississippi River

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I pointed out previously that both Huck and Jim are united together by a strong sense of liberty. Both wish to obtain freedom, freedom from abuse, Huck from his drunken father, Jim from the whole "sivilization". In this respect, for Huck and Jim, the Mississippi River is the ultimate symbol of freedom. Alone on their raft, they do not have to answer to anyone. The river carries them toward freedom: for Jim, towards the free states; for Huck, away from his abusive father and the restrictive "sivilizing" of St. Petersburg. Much like the river itself, Huck and Jim are in flux, willing to change their attitudes about each other with little prompting. Despite their freedom, however, they soon find that they are not completely free from the evils and influences of the towns on the river's banks. Even early on, the real world intrudes on the paradise of the raft: the river floods, bringing Huck and Jim into contact with criminals, wrecks, and stolen goods. Then, a thick fog causes them to miss the mouth of the Ohio River, which was to be their route to freedom.

The author knew his own obsessions. He was entirely conscious of the power of boyhood and the Mississippi over his mind. The crux of the difficulty was the inherent conflict between Twain's idea of a raft novel and the geography of the Mississipi River. For the river flows north-south, and to float on it meant to float south, and to float south was not only pointless but even dangerous for Jim; for him was to float deeper into slave country.

As the novel progresses, then, the river becomes something other than the inherently benevolent place Huck originally thought it was. As Huck and Jim move further south, the duke and the dauphin invade the raft, and Huck and Jim must spend more time ashore. Though the river continues to offer a refuge from trouble, it often merely effects the exchange of one bad situation for another. Each escape exists in the larger context of a continual drift southward, toward the Deep South and entrenched slavery. In this transition from idyllic retreat to source of peril, the river mirrors the complicated state of the South. As Huck and Jim's journey progresses, the river, which once seemed a paradise and a source of freedom, becomes merely a short-term means of escape that nonetheless pushes Huck and Jim ever further toward danger and destruction.

Conclusions

In this research paper I discussed the patterns of friendship in Mark Twain's novel The Adventures of Huckleberry Finn. The discussion focused on the main characters, that is, Huck, Tom and Jim. The two patterns of friendship encountered in the novel are friendship of self with the other-like-self and friendship with the other-unlike-self. Assuming that self is Huck, I identified Tom as the other-like-self based on a definition of the other-like-self as that shares a sense of belonging with self, to put it briefly, and Jim as the other-unlike-self based on race distinctions which characterize this definition. Despite this

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identification, it was here proven that it is Jim who proves to be the other-like-self because he shares with Huck much more than Tom does.

The theme of friendship serves Twain, among other things, to deal with the concept of civilization ("sivilization" in Huck's spelling[20]). This bringing together of people of different age, colour and interest reveals more similarities than differences. Apart from showing the characters on a humane plane, the theme of friendship helps Twain undo the concept of civilization. It helps him display the imperfection of what we call we call civilization. To do so, he makes imperfection a feature of both Huck and Jim.

Twain also shows that friendship works very well especially in a society that is divided in two parts: white people who live a normal life and the blacks who are forced to do everything to survive, sacrificing their live. But Huck and Tom tried to change this system through their undertaking of setting Jim to freedom.

Huckleberry Finn is the protagonist and narrator of the novel. The thirteen-year-old son of a local drunk of St. Petersburg, Missouri and frequently forced to survive on his own wits and always a bit of an outcast, Huck is thoughtful, intelligent but formally uneducated , and willing to come to his own conclusions about important matters, even if these conclusions contradict society's norms. Nevertheless, Huck is still a boy, and is influenced by others, particularly by his imaginative friend, Tom.

He has broken with the morality of slaveholding, but the break has ravaged and confused him. Huck represents a miracle of self-emancipation, he is not closed in that small world, but he accepts everyone in his world. Huck is a brilliant and charming character. He tried to escape the danger and hypocrisy of the world, in pursuit of a better life.

Huck Finn is an inevitable hero. He helps all people in need. Without distinguishing them if they were black or white. Huck is large and vital. He wants everyone to be free, say what he/she wants, express their opinions freely without being held by the others. Huck demonstrates a maturity and responsibility beyond his years, and made all the more poignant in that he never learned right from wrong, but instead acts according to what instinctively feels is the right way.

It is no coincidence that Jackso's Island becomes the point of departure for Huckleberry Finn's flight from St Petersburg and from civilization. Huck's lonely isolation from society is never softened by easy recourse to the fallacy of a benevolent Nature. For Huck there are "owl and wolves away off in the woods" (40); for him Nature is "dead quiet" (48) and "terrible still" (40). At the moment of his first escape, he makes for Jackson's Island only to find the "lonesomeness" (164) and "solemnity" (164).

Huckleberry Finn serves as a type of liberation from the civilizing and conforming to social convention, as we can

[20] One can note the irony played on the spelling.

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see with Jim, who is a slave and Huck with Tom Sawyer liberate him from this "prison". Huck is an impoverished and uneducated orphan who must raise himself in a corrupt and bigoted world where slavery is the law. To protect Jim Huck must constantly construct a variety of fictions to keep Jim and himself alive in this cruel world.

The novel manages to convey a great message that despite the harsh reality, people must fight with themselves to confront different people, to face different situations and to pass different obstacles in order to survive. But to fight alone is like being a single person in the middle of the desert. Lack of prejudice and presence of friends can help us make this world a better place.

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ODE TO THE WEST WIND

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Abstract

The aim of this work is to change the genre of the literary piece in question. You choose a poem, a novel or any other literary work and turn it into something of your own. You make your own creation out of someone's else work but to do this you must first understand that someone else's every word and imagine what they must have been feeling when they decided to write it and what might have influenced them. You make it your own. The only key is to make it your own. To think like they thought.

Ode to the West Wind is a poem written by Percy Bysshe Shelley who is one of the best poets of the period of Romanticism otherwise known as the Age of Revolution.

I have turned Shelley's beautiful poem into a prose of my own. The witness of the event is no longer the poet but myself. I am right there, i am watching it happen and just like the poeti envy this uncontrollable force known as the West Wind. This force is invincible, untouchable and undoubtedly free. In short it is enviable.

First you will be provided with some information about the poet and what might have influenced him to write such a beautiful and meaningful poem. It is important to have some background information about the original work so that you get an idea of what the prose is going to be about.

Then you will be introduced to the prose which is also the most important part of this presentation for it is entirely my own and i really enjoyed doing it. The imagery of the prose is as vivid as that of the original work. I do hope everyone enjoys it as much as i did.

Keyword: *West Wind, revolution, change, hope, reform*

Introduction

This presentation focuses on Percy Bysshe Shelley and also the Romantic Period in British literature because Shelley was one of the young poets of Romanticism and had the same reasons for writing the way he did. Of all of them he was the most revolutionary, the most focused on the idea of freedom and the one who craved it the

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most. This is why I chose him and i really really liked Ode to the West Wind when i read it. The aim of the work is to change the genre of the literary piece in question.To do that, one has to read the poem carefully and try to understand the poet’s every word, the hidden meanings behind every word he has mentioned. One has to question why he chose that word and not another and make the poem his or her own.

The only thing that isn’t of my doing in this work is the part where i describe the life of the author. I had to do some research on Percy Bysshe Shelley’s lifeand events that might have influenced him to write the poem in question.

Discussion

I truly enjoyed the whole work and it made me appreciate British literature more than i did before iwas presented with Ode to the West Wind and experimented with it. I must also say that Romanticism is my favourite literary period. I read the poem carefully and i read it many times and each time i understood more and loved it even more. One’s thinking becomes more critical when analysing works like this. One questions everything. One questions oneself and the effect the poem has on one. One learns more about the nature of poetry and one learns to be creative and productive. One asks oneself “How can i turn it into something of own? What must i do to it? What does this work tell me?” because the poem speaks to one and guides one. It tells one exactly what to make of it. It shows one the way. One must only follow the prints and eventually find one’s own individual and unique voice. It all becomes easy when one has found one’s voice and knows what to make of the poem. One must also be aware of what the poem means to one, so how it speaks to one and then turn it into something of their own.

Summary of the poem. This is a summary of the five stanzas so that the audience has a clear idea of what the poem is about and draw a parallel between it and my prose to understand what i have made of it. It is taken from Wikipedia.

First Canto

The first stanza begins with the alliteration "wild West Wind" (line 1). The form of the apostrophe makes the wind also a personification. However, one must not think of this ode as an optimistic praise of the wind; it is clearly associated with autumn. The first few lines contain sinister elements, such as "leaves dead", the aspect of death being highlighted by theinversion which puts "dead" at the end of the line. These leaves haunt as "ghosts"that flee from something that panics them."chariotest" is the second person singular. The "corpse within its grave" in the next line is in contrast to the "azure sister of the Spring"—a reference to the east wind—whose "living hues and odours"evoke a strong contrast to the colours of the fourth line of the poem that evoke death. In the last line of this canto the west wind is considered the "Destroyer" because it drives the last signs of life from the trees, and the "Preserver" for scattering the seeds which will come to life in the spring,

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Second Canto

The second canto of the poem is much more fluid than the first one. The sky's "clouds" are "like earth's decaying leaves". They are a reference to the second line of the first canto ("leaves dead").They also are numerous in number like the dead leaves. Through this reference the landscape is recalled again. The "clouds" are "Shook from the tangled boughs of Heaven and Ocean". This probably refers to the fact that the line between the sky and the stormy sea is indistinguishable and the whole space from the horizon to the zenith is covered with trailing storm clouds. The "clouds" can also be seen as "Angels of rain". In a biblical way, they may be messengers that bring a message from heaven down to earth through rain and lightning. These two natural phenomena with their "fertilizing and illuminating power" bring a change.

Line 21 begins with "Of some fierce Maenad" and again the west wind is part of the second canto of the poem; here he is two things at once: first he is "dirge/Of the dying year" and second he is "a prophet of tumult whose prediction is decisive"; a prophet who does not only bring "black rain, and fire, and hail" (28), but who "will burst" it. The "locks of the approaching storm" are the messengers of this bursting: the "clouds".

Shelley also mentions that when the West Wind blows, it seems to be singing a funeral song about the year coming to an end and that the sky covered with a dome of clouds looks like a "sepulchre", i.e., a burial chamber or grave for the dying year or the year which is coming to an end.

Shelley in this canto "expands his vision from the earthly scene with the leaves before him to take in the vaster commotion of the skies". This means that the wind is now no longer at the horizon and therefore far away, but he is exactly above us. The clouds now reflect the image of the swirling leaves; this is a parallelism that gives evidence that we lifted "our attention from the finite world into the macrocosm". The "clouds" can also be compared with the leaves; but the clouds are more unstable and bigger than the leaves and they can be seen as messengers of rain and lightning as it was mentioned above.

Third Canto

This refers to the effect of west wind in the water. The question that comes up when reading the third canto at first is what the subject of the verb "saw" could be. On the one hand there is the "blue Mediterranean".With the "Mediterranean" as subject of the canto, the "syntactical movement" is continued and there is no break in the fluency of the poem; it is said that "he lay, / Lull'd by the coil of his crystalline streams, / Beside a pumice isle in Baiae's bay, / And saw in sleep old palaces and towers". On the other hand it is also possible that the lines of this canto refer to the "wind" again. Then the verb that belongs to the "wind" as subject is not "lay", but the previous line of this canto, that says Thou who didst waken . . . And saw".But whoever—the "Mediterranean" or the "wind"—"saw" the question remains whether the city one of them saw, is real and therefore a reflection on the water of a city that really exists on the coast; or the city is

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just an illusion. Pirie is not sure of that either. He says that it might be "a creative you interpretation of the billowing seaweed; or of the glimmering sky reflected on the heaving surface". Both possibilities seem to be logical. To explain the appearance of an underwater world, it might be easier to explain it by something that is realistic; and that might be that the wind is able to produce illusions on the water. With its pressure, the wind "would waken the appearance of a city". From what is known of the "wind" from the last two cantos, it became clear that the wind is something that plays the role of a Creator. Whether the wind creates real things or illusions does not seem to be that important. Baiae's bay (at the northern end of the Gulf of Naples) actually contains visible Roman ruins underwater (that have been shifted due to earthquakes.) Obviously the moss and flowers are seaweed. It appears as if the third canto shows—in comparison with the previous cantos—a turning-point. Whereas Shelley had accepted death and changes in life in the first and second canto, he now turns to "wistful reminiscence , recalls an alternative possibility of transcendence". From line 26 to line 36 he gives an image of nature. But if we look closer at line 36, we realise that the sentence is not what it appears to be at first sight, because it obviously means, so sweet that one feels faint in describing them. This shows that the idyllic picture is not what it seems to be and that the harmony will certainly soon be destroyed. A few lines later, Shelley suddenly talks about "fear". This again shows the influence of the west wind which announces the change of the season.

Fourth Canto

Whereas the cantos one to three began with "O wild West Wind" and "Thou" and were clearly directed to the wind, there is a change in the fourth canto. The focus is no more on the "wind", but on the speaker who says "If I . . .".Until this part, the poem has appeared very anonymous and was only concentrated on the wind and its forces so that the author of the poem was more or less forgotten. This is "the suppression of personality" which finally vanishes at that part of the poem. It becomes more and more clear that what the author talks about now is himself. That this must be true, shows the frequency of the author's use of the first-person pronouns "my" and "me".These pronouns appear nine times in the fourth canto. Certainly the author wants to dramatise the atmosphere so that the reader recalls the situation of canto one to three. He achieves this by using the same pictures of the previous cantos in this one. Whereas these pictures, such as "leaf", "cloud", and "wave" have existed only together with the wind, they are now existing with the author. The author thinks about being one of them and says "If I were a . . ." .Shelley here identifies himself with the wind, although he knows that he cannot do that, because it is impossible for someone to put all the things he has learned from life aside and enter a "world of innocence". That Shelley is deeply aware of his closedness in life and his identity shows his command in line 53. There he says "Oh, lift me up as a wave, a

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leaf, a cloud". He knows that this is something impossible to achieve, but he does not stop praying for it. The only chance Shelley sees to make his prayer and wish for a new identity with the Wind come true is by pain or death, as death leads to rebirth. So, he wants to "fall upon the thorns of life" and "bleed".

At the end of the canto the poet tells us that "a heavy weight of hours has chain'd and bow'd". This may be a reference to the years that have passed and "chained and bowed" the hope of the people who fought for freedom and were literally imprisoned. With this knowledge, the West Wind becomes a different meaning. The wind is the "uncontrollable" who is "tameless".

One more thing that one should mention is that this canto sounds like a kind of prayer or confession of the poet. This confession does not address God and therefore sounds very impersonal.

Shelley also changes his use of metaphors in this canto. In the first cantos the wind was a metaphor explained at full length. Now the metaphors are only weakly presented—"the thorns of life". Shelley also leaves out the fourth element: the fire. In the previous cantos he wrote about the earth, the air and the water. The reader now expects the fire—but it is not there. This leads to a break in the symmetry.

Fifth Canto

Again the wind is very important in this last canto. At the beginning of the poem the wind was only capable of blowing the leaves from the trees. In the previous canto the poet identified himself with the leaves. In this canto the wind is now capable of using both of these things mentioned before.

Everything that had been said before was part of the elements—wind, earth, and water. Now the fourth element comes in: the fire.There is also a confrontation in this canto: Whereas in line 57 Shelley writes "me thy", there is "thou me" in line 62. This "signals a restored confidence, if not in the poet’s own abilities, at least in his capacity to communicate with [. . .] the Wind".It is also necessary to mention that the first-person pronouns again appear in a great frequency; but the possessive pronoun "my" predominates. Unlike the frequent use of the "I" in the previous canto that made the canto sound self-conscious, this canto might now sound self-possessed. The canto is no more a request or a prayer as it had been in the fourth canto—it is a demand. The poet becomes the wind's instrument, his "lyre".This is a symbol of the poet's own passivity towards the wind; he becomes his musician and the wind's breath becomes his breath. The poet's attitude—towards the wind has changed: in the first canto the wind has been an "enchanter", now the wind has become an "incantation" (65).And there is another contrast between the two last cantos: in the fourth canto the poet had articulated himself in singular: "a leaf" "a cloud","A wave" and "One too like thee ". In this canto, the “sense of personality as vulnerably individualised led to self-doubt" and the greatest fear was that what was "tameless, and swift, and proud" will stay "chain'd and bow'd". The last canto differs from that. The poet in this canto uses plural forms, for example, "my leaves" ,"thy

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harmonies" ,"my thoughts" ,"ashes and sparks" and "my lips". By the use of the plural, the poet is able to show that there is some kind of peace and pride in his words. It even seems as if he has redefined himself because the uncertainty of the previous canto has been blown away. The "leaves" merge with those of an entire forest and "Will" become components in a whole tumult of mighty harmonies. The use of this "Will" is certainly a reference to the future. Through the future meaning, the poem itself does not only sound as something that might have happened in the past, but it may even be a kind of "prophecy" for what might come—the future. At last, Shelley again calls the Wind in a kind of prayer and even wants him to be "his" Spirit: "My spirit! Be thou me, impetuous one!".Like the leaves of the trees in a forest, his leaves will fall and decay and will perhaps soon flourish again when the spring comes. That may be why he is looking forward to the spring and asks at the end of the last canto "If Winter comes, can Spring be far behind?".

This is of course a rhetorical question because spring does come after winter, but the "if" suggests that it might not come if the rebirth is strong and extensive enough, and if it is not, another renewal—spring—will come anyway. Thus the question has a deeper meaning and does not only mean the change of seasons, but is a reference to death and rebirth as well. It also indicates that after the struggles and problems in life, there would always be a solution. It shows us the optimistic view of the poet about life which he would like the world to know. It is an interpretation of his saying, If you are suffering now, there will be good times ahead. But the most powerful call to the Wind are the lines: "Drive my dead thoughts over the universe/like withered leaves to quicken a new birth!" Here Shelley is imploring—or really chanting to—the Wind to blow away all of his useless thoughts so that he can be a vessel for the Wind and, as a result, awaken the Earth.

Conclusion

The only difficulty i had during the work was that i had to decipher the author’s every word and i found the poem a bit hard to understand because of the author’s use of language and also the syntactic order of words but i did enjoy reading it and experimented with it. When i started to work on it, iwasn’t sure what to make of it and i turned it into some sort of a prose but that wasn’t the final work that everyone got to see and appreciate because it didn’t seem very original to me. It didn’t seem to be good enough. I needed inspiration however so it took me a while to get a clear idea of what to make of it, what to turn it into. I decided to borrow some ideas from Shelley and his beautiful poem and become the voice of my prose like Shelley became the voice of his poem. I am the narrator of my prose, the wind is my inspiration and just like the authori want to be free. I want great change,i want my thoughts to be spread all around the world.

The prose turned out to be quite beautiful and i really liked creating it. It didn’t take me too long to write but i needed time to

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find inspiration. Once found, the rest was easy. If one isn't inspired, one can't write. As the poet himself believed, one should first become inspired and then create.

The work was an assignment in British literature and it is a powerpoint presentation. The background pictures, the design and everything else was all made by myself. It was difficult to find the right pictures for the work and it took me quite some time to put it together but i am pleased with the result.

References

[1].https://en.wikipedia.org/wiki/Percy_Bysshe_Shelley

[2].https://en.wikipedia.org/wiki/Ode_to_the_West_Wind