



UNIVERSITY OF VLORA "ISMAIL QEMALI", ALBANIA

FACULTY OF HUMANITIES

DEPARTMENT OF FOREIGN LANGUAGES

2nd INTERNATIONAL SCIENTIFIC CONFERENCE

**"FOREIGN LANGUAGES STUDIES AND GLOBALIZATION, A LINK
BETWEEN LANGUAGES AND CULTURE"**

The Past, The Present and The Future

*Book of Abstracts
Proceedings of the Conference*



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Vlora, 6 May 2017

• **GENERAL INFORMATION**

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**DEPARTMENT OF FOREIGN LANGUAGES
HEAD OF DEPARTMENT**

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Date: 6th May 2017

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Doctoral School of Social and Human Sciences, University, “Stefan
cel Mare” of Suceava, Romania.**

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Keynote speaker Greeting Speech

Greeting Speech

It is an honor, I am not sure how much deserved, to welcome the distinguished participants at such prestigious and impressive academic event. I have had the pleasure to scientifically meet some members of the Foreign Languages Department from the University of Vlora when they collaborated with our international journal and reviewers and I noticed the rigor and originality of their submitted articles. Their papers proved a high mastery of methodological research tools, a deep understanding of the linguistic domain and most of all, devotion for Scientific Truth and Discovery. And what could be more difficult and exciting in the academic world than to enlighten the very language used for enlightening, to understand the very essence of understanding, to expand and promote the key tool of human mind: the Language?

I was also impressed by the challenging main theme of the conference: Foreign languages studies and globalization, a link between languages and culture. Under such comprehensive conceptual umbrella lays the constraint for rigorous and deep inter- and trans-disciplinary research required to grasp the linguistic phenomenon in its evolvement. A deep and massive amount of knowledge is acquired in any domain of inquiry through specialized research, but only through a multidisciplinary perspective could understanding be achieved. Any particular human phenomenon requires, in addition to a rigorous methodology specific to that scientific domain, a general perspective that could be achieved just through an intense and open dialogue with other complementary fields of research.

The conference's theme expresses the true organizers' professional creed. It states the fundamental belief of some researchers deeply committed to the aim of broadening the status of their field. It is an endeavor that starts from a particular perspective over language and the practical aspects of teaching foreign languages and leads to an authentic perspective over the world with the fundamental aim of bridging languages and cultures.

In an increasingly technologized world not only the material realm becomes engineered, but also the mental one. The lived face-to-face communication is rapidly and massively replaced by a technologically

mediated one. Languages are under pressure to adjust themselves to this artificial milieu of communication. Consequently, the struggle for maintaining humanity alive under the siege of artificial intelligent devices and machines, social systems and computer programming languages, is reflected in this effort to keep alive the natural mechanisms of language evolution. The driving force behind a culture consists in the richness and expressivity of its language. The technological pressure toward the uniformization of languages, by promoting mainly their most pragmatic and utilitarian aspects, represents a real danger for the future of human cultures. The true difference between human cultures consists in the modes they can describe the natural and social experience. These descriptions are made through languages which become the most essential part of a culture. As physical experience becomes blurred and is gradually replaced by virtual experience in modern culture, the artificial constructed experience dictates the shape and moulds the pattern and structure of languages assigned for describing it. Inevitably, the natural languages are pushed to the edge and their role and consistency are gradually weakened.

Let's take a bow in front of all the distinguished participants in this event and salute their commitment to keeping alive the faith in the future triumph of genuine human communication and humanities over the artificiality and alienation of the all-pervading technical perspective.

Bogdan Popoveniuc

Vlora, 6 May 2017

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Keynote speech

Linguistic Democracy Revisited

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In a previous article focusing on the problem of languages evolution I stated the genuine phenomenon brought up by globalization. I claimed that globalization opened widely the market of contacts between languages evolving competition and consecrated the process of language selection and evolution worldwide. Even if this process is not, and will never be, purely linguistic the maturity, flexibility and adaptability of a language gains more strength as a selection factor. Until now, the future of languages in contact could be quite well approximated by their socio-political position, the quality of tolerance or by the national, ethnical, religious discriminations, economical differences, socio-cultural cohesion or dispersion of the communities, the ratio of the speakers, degree of territorial concentration, and so on. Nonetheless the major elements of “social cultural environment of the linguistic contact” (Uriel Weinreich) –i.e. the fundamental drive of linguistic transformation by means of language contact–, are somehow overturned by the same factor which contradicts Fukuyama’s previous „end of history” prophecy: technological progress. The natural languages are now decisive affected by the influence of the almighty information and communication technology (ICT) that moulds them in its image and likeness. Technological environment acts like as Midas’ touch and transforms the mentality, language, as well as what and how it is thought.

Keywords: *language evolution, globalization, technological progress, information and communication technology.*

I. Linguistics

Linguistic Differences and Gender in Sociolinguistic Variability

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Abstract

The presence of variables in language, has dominated sociolinguistic studies, especially in the second half of the twentieth century. Identification of differences in language behavior can be seen as part of social interaction not only in the communication between individuals, part of mixed groups, but also in peer-groups of the same sex. Contemplation of language as a way of acting often leads us to outline the elements that constitute the domains of sociolinguistics interaction.

This paper will present a detailed view on micro sociolinguistic level of the relationship between gender and the patterns of speech as a symbiotic relation in linguistic point of view and in the social stratification as well.. The way, gender interacts with a number of other factors, mentions the concept of sociolinguistic variables and is related not only to the individual level, but also with the performances of the discourse community.

Types of linguistic differences affecting these variables grasp all forms of language use specifying the definition of social role, identifying value-bearing, including social spheres as well as specifying the identity features of language uses. All of these are seen in the natural and complex relations that determine gender differences in language allocation in a discourse community.

Key words: *linguistic analysis, gender, social identity, linguistic differences, sociolect.*

I. Linguistics

Kodet e Ilirishtes dhe Gjuhësia Historiko- Krahasuese

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Abstract

Autori pasqyron kërkimet për të ndërtuar kodin e gjuhës ilire Dokumentohen emra vendesh, fisesh, disa fjalë nga autorët antikë, mbishkrimet, gjuhët me afri ilire, mbishkrimet mesape. Hidhet hipoteza për ndërtimin të alfabetit kur kristalizohet ilirishtja, fiset ilire afërsisht në Kohën e Hekurit. Evolimi i shkallëshkallshëm i një grupi jugperëndimor dialektesh ilire çuan në formimin e etnosit shqiptar. Vitet e mesjetës së hershme (1081) fillon edhe historia e mirëfilltë e shqiptarëve si një nga kombet e mesjetës europiane.

Krahasimi i disa alfabeve të botuar nga kërkimet e disa gjuhëtarëve të cilat janë marrë me gjuhësi historiko- krahasuese mund të ndërtohet një alfabet i qytetërimit ilir dhe rivlerësuar edhe njëherë ato pak shkrime që gjenden edhe sot në gjirin e Gramës, Karaburun, Oriq, Amantia, Shpella e Lepenicës, Durrës, Dardani etj. Autori mbështet kërkimet në disa shekuj për këtë tezë nga arbëreshët dhe albanologë të huaj që gjuha shqipe është vazhduese e ilirishtes. Nisja nga dokumentacioni i shkruar deri tek mbishkrimet e dialekteve ilire mund të ndërtohet alfabeti i cili ka pësuar ndryshime si gjithë alfabetet e tjerë europiane. Ndërtimi alfabetit të jep mundësinë për të hulumtuar për kod të ilirishtes dhe evoluimin e saj tek gjuha shqipe e cila është në fazën e modernizimit.

Fjalë kyçe: *Kodi i ilirishtes, dialekt i ilirishtes, kristalizim, arbërisht, alfabet i ilirishtes, koha e hekurit, gjuhësi krahasuese, mbishkrime.*

I. Linguistics

Issues of Transitivity and Ideological Implications in Enver Hoxha’s Discourse

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Abstract

Based on Halliday’s transitivity theory (1985), this paper discusses important ideological aspects conveyed through verb processes in Hoxha’s discourse. The examples analyzed in this short talk demonstrate how participants and events are shaped and perceived in discourse as well as how relations between these aspects are established in material, mental, relational, verbal, behavioral and existential processes. The critical analysis considers Hoxha’s discourse from the 1960s to the late 1970s and confirms my initial hypothesis that these verb processes enable the representation of transitivity foregrounding the promotion of the communist ideology for psychological, social and political purposes.

Keywords: *transitivity, verb processes, ideological effects, Hoxha, discourse.*

I. Linguistics

The Concept of Globalization and Linguistic Challenges

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Abstract

Globalization is a process of crossing the historical existing borders. Globalization includes all civilizations, cultures and societies. We have been part of it willingly or not and We have been ruled in a certain manner in many directions by the globalization phenomena. The Europe of the century we left and of this century is characterized by great changes, technological progress, global communication and free information circulation. In this context the populations', cultures', civilizations' and traditions' unity is obvious. Europe aims to become pluralist, to preserve its wealth in the integration of the differences, so to be global.

Globalization can be understood in different ways and its intensive process has offered many topics to be discussed in some levels such as cultural, financial, technical- technological, informative-communicative, educative, semiotic, ethnological and the linguistic one. The linguistic aspect of globalization must be considered even when the word of the majority language is included in the minority one, leaving dead many source words. This occurrence is also visible in the Albanian language.

Language, since ancient times, has been paired together with the sense of collective identity. It has worked as a machine for the development of national identity to between relatively heterogeneous populations. Our linguistic situation speaks about a misunderstanding of the term globalization and consequently developed a series of devastating processes to Albanian, Albanian culture, even to the Albanian identity. By accepting globalization as a reality of its own good and bad we have the duty to make our beautiful Albanian language an integration tool by maintaining our identity.

Key words: *Globalization, identity, integration, language, process.*

I. Linguistics

Emoji - Trendy Slang or A Whole New Language?

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Abstract

The internet is changing the way we communicate. Emojis and micro-blog slang are changing the way we communicate. The emoji has become one of the fastest growing forms of communication in history. They are being used to enhance, rather than replace words in our digital communications. They're changing the way we write and even talk. People are becoming less concerned with grammar, spelling and sentence structure, and more concerned with getting their message across. There's no doubt that the consumption of abbreviated digital content is having a huge effect on language. Over the last five years attention spans have shortened considerably, which is reflected in the contracted forms of language we see in social media. Unlike natural languages such as English, emoji is almost universally recognizable because it exploits the visual representation system. But, do emojis have grammatical rules? What is their influence on the language? The aim of this paper is to deal with pros and cons of emojis in communication.

Key words: *emoji, grammatical, rules, language, communication.*

I. Linguistics

Sociolinguistic Uses of Dialects in the Italian Language

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Abstract

The use of dialects in the Italian language, as in any other languages constitutes a very important element of the linguistic usage in general. What are the main dialects in Italy? What are some of the special features of the main uses of dialects in the Italian language? From what strata of society are these dialects mostly used? How do they affect the use of the standard language from different strata of the population in Italy? The presentation of our analysis will have as its main focus on these interesting and linguistically sensitive issues.

Key words: language, dialect, use, strata, sociolinguistics

I. Linguistics

The Importance of English for Medical Purposes at the University Level

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Abstract

This study focuses specifically on the importance of English for Medical Purposes (EMP) curriculum at the university level (the case of nurses and laboratory technicians). As we are aware, English language has become an integral part of the society we live in, thus leading to the need of being able to use it in many fields. Furthermore, we have to emphasize that most of the literature in the medical field is in English, which leads to students' necessity of understanding and being able to read in this language, in order to communicate effectively in their future profession.

This article, addresses the issue from the English language lecturers as well as students' point of view, taking under consideration the attitude of the latter concerning EMP. It also focuses on different elements of the course and the way students perceive them. The analysis of the data shows that both parties consider EMP more important than General English. English lecturers argument its importance with the widespread of ESP courses and literature all over the world as well as its practical value. Whereas students are mostly curious of the topics it covers. We used quantitative techniques in order to analyze the data. The study was conducted during the first semester of the academic year 2016-2017.

Key words: *EMP, General English, University level, students.*

I. Linguistics: Applied Linguistics

Csr Reports Similarity and Self-Promotion: A Study With Modality Markers Unveiling The Truth Of Communication

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Abstract

There is a growing interest in understanding the communication patterns of companies' social responsibility reports, not only from the corporate governance perspective, but also from the linguistic point of view. A large body of evidences show that companies are conveying their CSR communication not only due to international standards of CSR (as Asset4 or GRI) but even to lower consumer skepticism, advertising and audience influence.

Recently, CSR disclosures have increased exponentially worldwide. The communication of CSR combine informative and promotional purposes, data and reputation-building. Through a corpus-assisted discourse analysis of CSR reports issued Albanian companies, this study aims to explore the similarities of communication between companies from different industries.

We classify CSR communication using Dahlsrud (2008) definition and use verbal markers of forward-looking statements, elements that communicate modality and authorial stance, in order to investigate the role of the CSR reports to the creation of an ethical image. Our findings show a significant grade of similarity between the communication of local Albanian companies in the main categories of communication, while keeping a sense of self-promotion through mainly optimistic projections and minimization of risks.

Keywords: *Sustainability report; CSR report; Reputation; Discourse analysis.*

I. Linguistics

Text Linguistics Approach to Didactics

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Abstract

When we say Text Linguistics it is thought about the discipline that deals with the study of the text. The Text is not understood without the seven criteria such as: Cohesion, coherence, intentionality, acceptability, informatively, situationality and intertextuality. The text would not be communicative if it lacks these criteria. Like all the other disciplines even Text Linguistic has unintentionally influenced or is combined with other disciplines as well. In this study we will see its approach to another discipline: Didactics. How are they intertwined with each -other but not only.

This paper deals with Text from linguistic and didactic point of view taking in consideration two important pragmatic factors: intentionality and acceptability (two components of textuality which defines text as communicative). Primarily we will focus on the sender and the receiver that are considered the protagonists of communicative discourse. The study begins from the analyses of speech acts and continuous with interaction process.

At the end of this study we will discuss some didactic developments referring more to communicative approach.

Key words: *pragmatic, didactic, intentionality, acceptability, speech acts.*

I. Linguistics

Specific English Students’ Comprehension and Obstruction

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Abstract

The set of expectations is based on cooperation of standard Biological Communication Phrases and use of International English both in written and oral form. So, this means advancing knowledge, understanding properly the right message including proficiency in having adequate knowledge of English language in order to enable new students to communicate with each-other&to update information from scientist to wildlife managers, from cellular processes to ecosystem dynamic. This has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

The rate of the goal is developing English for Specific reason (English for Biology) and having the right communication in different, specific and also in dangerous situation. Recognizing human body (by usage of Atlas) helps in prevention of human injuries ;loss of life and avoidance of other risks, including those in medical, veterinary, food and marine sciences, agriculture, environmental rehabilitation, quarantine, conservation and eco-tourism.

This paper consist on Facilitating the difficulties and progresses are evident,but the necessity and the particular availability that Modern and Post Modern time requires, let upon us; this task open!

Keywords: *Bio-technology, Knowledge, interrelate,cellular processes, ecosystem, dynamics, Language communication.*

I. Linguistics

Communication Strategies of Touristic Text

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Abstract

Text as a unit of conveying a message from one language to another one, needs some effective strategies and techniques to be promoted and transmitted to the target reader. Tourism discourse as the main representation mode of the tourism passes through a deep analysis , adopting a semiotic approach. Much of the persuasive force of the tourist guides is due to the verification contract which is crucial to the construction of the ethos of the text.

This paper through an analysis of the past and present of the touristic text , guide , gives the strategies and techniques of translating and communicating it , in order to maintain the authenticity of the target language. In the struggle of translating, linguistics and translator have to be careful against machine translation and high-tech impact in human language.

Key words: *communication, translation, touristic text, approach, techniques.*

I. Linguistics

Investigating Students' Social Group-Specific Vocabulary

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Abstract

Young generations have their "own" language, known in Linguistics as "Variation of discourse used by a specific group". Penelope Eckert claims that the transmission of social meaning is realized during the act of communication. Trudgill defines it as a tool which mostly describes social context of interlocutors rather than their geographical background. Thus, the language used by a social group reflects certain relations: gender, age, social class, etc.

Author has made use of her long experience in higher education and of her knowledge in the field of Linguistics. The result is a study on this domain, and reflecting linguistic situation among the community of students on university campus.

The paper is a practical contribution to investigations of social group-specific vocabulary. The author has highlighted two major linguistic elements: peer-group communication and general vocabulary, in particular, hidden language. Basing on specific linguistic literature, the author focuses mainly on the concept of sociolect, its features, gender vocabulary within small group and hidden language as an element of privacy.

Key words: *sociolect, hidden language, students' discourse.*

I. Linguistics

Social-Anthropological Studies of Carmine Abate: An Analysis to His Work “The Germanesi”

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Abstract

Social-anthropological inquiries conducted in Germany and partly in Italy from 1979 to 1982 by the modern writer and one of the most prominent intellectuals of the Arbëresh community, Carmine Abate, make a significant part of his work, dealing intensively with the migration of the Arbëresh Calabrians to other European countries.

Abate and the sociologist Meike Behrmann collected such inquiries in a single work entitled “I Germanesi: storia e vita di una comunità calabrese e dei suoi emigranti” . Here Abate deals with the constant migration of Carfizzi community, helping us to thoroughly understand and interpret the economic and social transformations of Carfizzi, his village of origin, a symbol of Calabria in terms of migration.

In this paper we will focus on several elements related to some aspects of Abate’s work "The Germanesi" because we believe that such inquiries constitute a sound basis for its formation as a writer of migration literature.

Keywords: *social-anthropological inquiries, migration, Arbëresh community, Carfizzi, Calabria.*

I. Linguistics

A View on Some Issues of Albanian Phraseology of Dritero Agolli “Shekulli i argjendtë- The silver century

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Abstract

Phraseological units are an important part of language that enable social interaction, enhance the coherence of the text, and reflect the main pattern of human thought. They are not simply stable clusters of words. Most of phraseological units are intractable in various degrees and are associated with conceptual metaphoric and metonymic language structure.

In practice, phraseological units, as linguistic units occupy an important place in the text creating the need for an in-depth study in terms of form and content. Their achievement in the living language of the people presents concepts embedded in culture and also associated with specific lexical context. We noted that aspect “form” differs even when it is correct, but it is expressive strength and motivation to phraseological units that remain.

Using phraseological units is very important for social interaction of national and cultural identity, so there is the need to use the appropriate expressions in a given situation.

In our study we present evidence of the mutual influence of phraseological units in language. As an integral part of the language, phraseological units are an important part of it. This is evident in formation and development of phraseological units according to grammatical, syntactic and development of morphological rules. Although they often do not follow these rules, phraseological units use the opportunities that the language system allows on development processes that occur within the structure of these units. On the other hand, the impact of phraseological units in language comes from the numerous options and their salient features that allow the use of phraseological units in different texts as a means of enriching the language.

Given these important clues about the nature of phraseological units that are seen in our study not only in teaching but also in studying them theoretically, we treated the case of adverbial phrases, as one of the most frequent cases within linguistic phraseology. The main attention was directed to the theoretical elaboration, but accepted by exceptional circumstances encountered in one of Dritëro Agolli literature works, as one of the most talented writers that detect and preserves the beauty of the native language.

Keywords: *phraseological units, teaching, phrase, language, national identity.*

I. Linguistics

Civilizimet

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Abstrakt:

Të gjitha civilizimet dhe kulturat kanë evoluar në periudha të ndryshme kohore, dhe e gjitha kjo është një realitet në histori, i cili bartet dora-dorës tek popujt e ndryshëm që dynden për qark hartës së madhe gjeografike. Në çdo periudhëshpirti i sendërtimit të një civilizimi gjenerohet dhe trashëgohet në një popull, i cili bëhet udhërrëfyes i kohës së vet, duke mbajtur në vete vulën e civilizimit dhe të mençurisë derisa ai vjetërsohet, vdes dhe ia dorëzon vulën e tij një populli të ri. Në këtë trajtim, do të bëjmë krahasim të kulturave etnike me ato universale, dhe rëndësinë e tyre, me çka dallohet një popull prej një populli tjetër.

Në këtë kontekst, ky punim sjell një vështrim kronologjik se a u zhvilluan paralelisht civilizimet me instucionalizimin e robërisë që të ashtuqajturit popuj superiorë nga puna fizike e robërve, krijuan vepra kolosale artistike. Do të trajtojmë identitetin civilizues dhe shqiptarët në periudhën e Rilindjes Kombëtare, si një perceptim krejtësisht perëndimor.

Nëmarrëdhëniet midis besimeve në botë që kërkojnë qasje dhe trajtime të hollësishme për rëndësinë që kanë, dhe specifikat e veçanta. Teza e Samuel Huntingtonit shekulli XXI do të jetë shekulli i përplasjes qytetërimeve ka zgjuar dhe vazhdon të zgjojë interesim gjithnjë e më shumë dhe duhet të trajtohet si një realitet.

Fjalë kyçe: *Përplasje qytetërimesh, popuj superior, popuj inferior, identitet civilizues, vepra artistike.*

I. Linguistics

Filologjia si Shkencë Ndërdisciplinare, Disa Kuptime E Studime Rreth Saj

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Abstrakt

Filologjia është një disiplinë e cila që prej lindjes së saj ka patur në fokus studimin e fjalës, shkrimit, tekstit. Por, pavarësisht se në thelb një dije mbi tekstin, përcaktimet mbif ilogjinë si disiplinë i hasim me diferenca asimetrike në vende dhe kultura të ndryshme. Në Shqipëri tradita e studimeve filologjike është relativisht e vonë, krahasuar me fillesat e filologjisë botërore. Një përcaktim dhe një qasje “zyrtare” rreth kësaj shkence është ai lindor, që e sheh filologjinë ekskluzivisht si një dije të përqendruar vetëm mbi tekstin.

Ndërkaq në Europën Perëndimore fillesat e filologjisë datojnë herët. Zhvillimi i saj ka ardhur në përputhje me kulturat e mëdha apo duke u përshtatur me karakteristikat e periudhave historike përkatëse. Për filologjinë pra kemi një tablo që shpërfaq dy metoda tradicionale dhe atë moderne, njëra në Lindje e tjetra në Perëndim.

Nisur nga këto zhvillime të cilat sjellin një panoramë specifike për secilin vend do ti qasemi këtij punimin ë dy aspekte; së pari të hedhim një sy mbi alternativat, tezat dhe mendimet e studiuesve të ndryshëm rreth filologjisë dhe së dyti, të shohim se çfarë kandodhur me filologjinë si dijen në Shqipëri. A kemi ne zhvillime të mirëfillta të filologjisë sot në Shqipëri?

Në këtë studim një vend të veçantë do të zërë mendimi se filologjia është një shkencë ndërdisciplinare dhe si e tillë ka ardhur koha që të mos shihet nën optikën e shkencave të tjera.

Fjalë kyçe: *filologji, studime, tekstologji kritike, ndërdisciplinare, metod etj.*

I. Linguistic

The Impact of Foreign Languages in The Local Economy: The Call Center Case in Albania

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Abstract

There is an impressive and unique increase in the secondary language acquisition process that has affected Albanians in the last 25 years compared to any other nation, for reasons everybody is now aware of. During the years of communist isolation, the primary traditional role was of the media in the neighboring countries which had influenced the spread of foreign language learning according to geographic boundary criterion. After the changes of the '90s, learning foreign languages became more vigorous especially for X generation, preparing new qualified linguists.

The economic developments, trade liberalization and access to the media, the massive presence of foreigners interests for cultural and economic expansion of the neighbor countries, new methodologies, market demands, commercial exchanges of labor, etc. brought other implications and changes in linguistic competence, in the ways and methods the Albanians embraced to learn even more than one foreign language.

Massive acquisition of foreign languages undoubtedly brought new opportunities for Albanians, not only cultural and educational but, above all, economic and comprising every one not only those who emigrated. Due to the increasing presence of foreign firms in Albania, foreign language acquisition became a guarantee for employment. This is a typical case of the

massive spread of the call centers, one of the economic sectors whose core competencies of human resources lie in language skills. This article aims to set out a literary background of foreign language learning, and the implications it has on the economy, exemplifying with cases from the call centers. Through a questionnaire, this research tries to grasp all the social aspects of language (sociolinguistic) learning to use a foreign language in the primary employment sector in Albania.

Keywords: *learning, call center, foreign language, language acquisition.*

II. Foreign Language Methodology

Practical Teaching Tips For Novice Teachers

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Abstract

Education courses cover a broad range of topics from educational policy and history to curriculum design and teaching techniques. When new teachers of English as a foreign language imagine their first job posting, they may picture themselves teaching in all kinds of scenarios: large university classes, one-to-one coaching sessions, and small groups. But they might not imagine that they'd have a partner teacher. When a team teaching situation is good, it creates a supportive, interesting environment for your students where they have not only one but two language experts to guide them to better English. But, when the situation is not handled well, it creates a too-many-cooks situation that impacts the students negatively.

Teacher courses often include a unit on “lesson planning” or “classroom management” which relates mostly to the selection of the lesson components, and how these will be ordered. But it's important also to think about how you'll frame the lesson with effective beginnings and endings. This paper brings some practical tips for turning your teaching experience into an educational powerhouse that will benefit your students, and your own career. Think about the students' goals, consider the level of the material carefully and adapt it before you use it.

Key words: teaching tips, educational policy, novice teachers, lesson components, impact.

II. Foreign Language Methodology

Case Study: ESP Learners' Needs in the University of Medicine, Tirana

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Abstract

This research paper analyses ESP learners' needs at the University of Medicine, in Albania. Learners' needs are divided into three categories which cover the needs for English language for general purposes, academic purposes and for job purposes. One university was chosen to examine the hypotheses of the study. The method used to collect data was students' questionnaire. The study has come out with a number of facts the most important of these facts are: In their daily life the students need English language to listen to radio, understanding TV programs and films. In the academic field, the need for English language to understand lectures was highly rated. Finally in their future jobs the study revealed that the students need English language to read written or printed materials connected with jobs.

Considering the results of the students' questionnaire the study arrived to a clear conclusion that the most needed language skill in the medical field is listening to lectures. The need for the academic English is more important than the need for occupational English, general English. Learners are the main resource of data in the needs analysis and failure of most ESP programs in the Sudan is attributed directly to the absence of needs analysis practice.

Key words: *English for general purposes, job purposes, academic purposes.*

II. Foreign Language Methodology

Assessment Practices Development in the Foreign Language of Secondary Education

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Abstract

The introduction of foreign language in the secondary school education marked the beginning of an ongoing debate among teachers about the necessity of assessing FL – if at all. Assessment, as a means to monitor progress, forms, there is no doubt about it, an integral part of the learning and teaching process. This article will show manageable and sensitive ways of dealing with assessment taking into account the diverse needs of the learners. The emphasis will be on formative assessment and assessment for learning and its principles. Case studies will highlight assessments in all four language skills and show how assessment can contribute to the development of self-learning and student autonomy in aspects of their language learning. Perceived and used as an aid to learning assessment saw the seeds of a life-long learning capability. This research has discovered classroom practice where teachers found that their efforts made a difference. This study will focus on two case studies which determine teachers’ assessment practices in the foreign language of secondary school, the importance of assessment in language acquisition. In the first case study, the teacher describes the whole school assessment approach herself and points out the main aspects of assessment in the context of her school. Whereas in the second case study, a Head teacher identifies many advantages and assessment techniques in her practice and believes that assessment ensures all students to achieve their potential. The findings of this empirical study, the review of literature as well as teachers’ experiences provide useful suggestions concerning the assessment practices in the foreign language.

Key words: *assessment, practice, foreign language, secondary education.*

II. Foreign Language Methodology

Some Major Changes in ELT Curriculum: Towards Flexible Teaching

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Abstract

ELT curriculum is one of the main concerns in the recent studies. Curriculum design in the last decades is focused on the communicative approach. In the Albanian educational system foreign language teaching is designed according to this model. More than explaining grammar, teaching is focused on teaching learners to communicate. Language serves to communicate and teachers focus on developing students ability to communicate effectively within different meaningful social contexts. What should teachers do in learners- centered classes? How is this new curriculum helping teachers towards flexible teaching? These are some of the issues dealt in this study. Teachers are going to exploit different models of teaching adopting that one that functions best in their own classroom.

More than studies teachers themselves especially experienced teachers know what methodology function best. The teacher is the facilitator of the learning process, as such the role in promoting communication is seeking changes too. Providing learners with up to date information, exposing them to work out the learning process, practically is one of the main roles of foreign language education. Adopting, changing and developing is part of the teaching- learning process. In this study we will have a look at the models of ELT curriculum from traditional to practical flexible teaching helping learners not just having knowledge but using it effectively and coherently.

Key words: *ELT curriculum, flexible teaching, models of learning, facilitator.*

II. Foreign Language Methodology

The Challenges of Higher Education in the New Millennium in Albania

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Abstract

Education is becoming a lifelong learning and training process, developing transferable skills and knowledge that can be applied to competitive markets. Developments in the delivery of higher education in Albania is allowing students to explore new areas of learning and thinking that could not be done with pen and paper. They are discovering knowledge through inquiry and experimentation rather than memorizing facts in a classroom dominated by the professor. The introduction of technology into the classroom in Albanian universities is changing the nature of delivering education to students and is gradually giving way to a new form of electronic literacy. More programs and education materials are made available in electronic form, professors are preparing materials in electronic form and students are generating papers, assignments and projects in electronic form in universities.

The effects of globalisation on education has brought rapid developments in technology and communications are foreseeing changes within educational systems across the world as ideas, values and knowledge, changing the roles of students and professors, and producing an information-based society.

A shift in education is becoming evident where more responsibility is being placed on the individual for his or her learning, instead of solely on the professor. Subsequently, the professors themselves also need to be highly technologically literate, needing the competence and confidence to prepare students for a global information society.

The challenge of higher education in Albania, as a lifelong source of professional training, is to take into account new educational trends in the world and contribute to the sustainable development and improvement of society as a whole by educating highly qualified students.

Key words: *Education, lifelong learning , challenges, skills, new millennium.*

II. Foreign Language Methodology

Important Role of Motivation in Learning Foreign and Second Language. The Teacher and the Classroom Management

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Abstract

Motivation, in general, is "the best thing in the world" in the sense that every teacher, every student at school, refers to it several times during a school year to explain the "Good" or "bad" behavior but it is also a kind of soft concept that is not well described or explained. We know that the motivation is there but we do not know very well what it is. Above all, the results and effects of his presence or absence are described. "He or she is motivated, then she goes back to work" or "He has good results, of course, he is hyper motivated!". It also turns around the factors of motivation and sometimes this gives good tussles that the faculty still bear the echoes. "You just have to control them at the end of each session, you'll see if they will not be motivated!" Or, on the contrary, "Inevitably, it shaves them then they are not motivated". Or, "So, you would have seen it! When I told them that they would choose the film, you would have seen it like that motivated them!". To summarize, motivation exists, it is safe because without motivation there can be no work and therefore learning in school but how it works is a more complicated question. Finally, motivation plays a significant role in the learning of a language. In addition, it can positively influence the progress of the learner in a Foreign Language or a 2Language learning.

Key words: *Motivation, learning, school, teacher, progress of the learner.*

II. Foreign Language Methodology

Literature Review: School Leadership

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Abstract

Contemporary school leadership is essentially seen to be the issue of the people who are driven and able to influence the way how the others think, feel and behave. School leadership is also seen as a strategic process that implies the development and communication of a strong vision and attendant goals or target, along with a relevant plan for implementation, monitoring and reviewing.

Strong school leadership is positioning the school towards the future, supporting and strengthening staff and students in the compliance of teaching and learning excellence. Leadership is about dealing with events, emotions and consequences in the immediate present in order and ways that would minimize personal and organizational damage to the school and school community. This study goes through the crisis management literature with the aim to understand which is the type of leadership in schools that can face and deal with success and apprehend from crises that they may encounter. The necessary characteristics for effective crisis leadership are identified. What emerges from this study concerns the development of the necessary crisis leadership qualities and skills in our present and future school principals when crises are, by their true nature, mostly unexpected and essentially unique events.

This paper will examine the crisis management literature review with the intention to understand the characteristics of the leadership necessary to face any unexpected crisis that may occur in a school, and the particular attributes that school principals will need to possess in order to be able to provide that leadership.

Key words: *leadership; management; school effectiveness; attributes.*

II. Foreign Language Methodology

The Art of Teaching a Foreign Language - Essential Elements

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Abstract

Teaching a foreign language has been and remains a “challenge” for the pedagogue and the student. Due to the different typologies applicable in this field, it is the most intricate and totally specific the intervention of a foreign language pedagogue. In the teaching-learning process, for many, the greatest responsibility remains that of the pedagogue.

In addition to his/her high linguistic background in a foreign language and also mother tongue, it is required to have the training and general knowledge in the other fields and disciplines. He has the role of tutor, leader, director, facilitator in the process of learning and reflection on language and languages.

The pedagogue should take into account the needs of students in the teaching process but not to ignore aspects such as age, personality, intrinsic motivation, language learning strategies, stimulation of the interest, motivation and language skills previously acquired. The student who learns a foreign language has his own linguistic study rhythms as well as learning outcomes. On the other hand, the student and the pedagogue, except for cases of bilingualism, it is inevitable not to refer to the mother tongue. It remains important basis for studying and learning another language, because it consolidates its structures and brings the necessary deductions for the approach to the new language.

High professional formation of the pedagogue and the ability on the passage of linguistic knowledge, makes teaching a foreign language to be considered and evaluated as an art.

Key words: *Teaching, linguistic elements, training, learning, language skills.*

II. Foreign Language Methodology

English Grammar and Teaching Difficulties in EFL Context

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Abstract

The role of English grammar instruction has been a major issue for students and teachers alike. The debate whether grammar should be taught in the classroom and students, for their part, have generally looked upon grammar instruction as a necessary “evil” at best, and an avoidable burden at worst. This article investigates the difficulties teachers face in teaching grammar to EFL students as well as those faced by students in learning it, in the teachers' perception and aimed to find out whether there are significant differences of difficulties in relation to qualification, teaching experience, and the level they teach in school, thus providing insights into their own and their students' difficulties.

Key words: *English grammar, EFL classes, difficulties, qualification, teaching, grammar instruction.*

II. Methodology: Literature

Mësimdhënia e Letërsisë në një Vështrim më Bashkëkohor

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Abstract

Lënda e letërsisë në shkollat tona, është njëra nga lëndët kryesore me karakter të theksuar kombëtar, me vlera të mëdha arsimore dhe edukative.

Duke e konsideruar tekstin mësimor të leximit si një nga burimet kryesore prej nga ku nxënësit marrin dijet letrare, mjaft psikologë, mësues e studiues, kanë vënë në dukje edhe parimet dhe kërkesat pedagogjike, psikologjike, letrare që duhet të mishërohen në të.

Duke parë rëndësinë që ka letërsia në fazat e arsimit e më tej të fëmijës, nga përvoja e përfutur kemi vënë re se, krahas arritjeve të shënuara, janë vërejtur edhe mangësi të interpretimit në tekstet shkollore të lëndës së leximit dhe të letërsisë në tërësi.

Në këtë kontekst, punimi mbështetet në analizën e përmbajtjes së programeve mësimore, dhe si e tillë synon të theksojë:

- Interesimin për vendin që duhet të zërë letërsia shqipe për fëmijë në tekstin e gjuhës shqipe (pjesa letrare). Faktet letrare duhet të njihen në funksionin estetik, si në planin përmbajtësor ashtu edhe në planin estetik, në situatë konkrete, si në të folur ashtu edhe në të shkruar.
- Duhet patur parasysh parimi i përshtatjes së lëximit me moshën e nxënëseve, jo vetëm i pjesëve letrare por edhe leximeve jashtëklase ku mësuesit nuk binden në shumicën e rasteve udhezimit shtojcë.
- Mësuesi duhet ta dijë mirë rrugën që duhet të ndjekë në pasurimin e gjuhës shqipe, ndaj ngjyimeve që fiton fjala, shprehja e figurshme a vet fjalia.

Të gjitha këto kërkesa, kërkojnë një vëmendje dhe seriozitet për i përket mësimdhënësit të letësisë duke e parë në një vështrim më bashkëkohor në aspektin metodik. Është e nevojshme që mjaft pedagogë, psikologë, shkrimtarë, kritikë dhe mësues letërsie të japin kontributin e tyre për të ndriçuar vendin që duhet të zërë letërsia për fëmijë dhe si e tillë dhe letësisë si lëndë me vete në tekstet shkollore.

Fjalë kyçe: *reflektim, sfidë, mësues i letërsisë, interpretim.*

Key words: *reflection, challenge, literature teacher, interpretation.*

II. Methodology: Language

Gjuha Shqipe në Shkollë, jo Vetëm si Lëndë Mësimore

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Abstrakt

Gjuha shqipe dhe zotërimi i variantit standard të saj është një kërkesë shumë e rëndësishme dhe përbën një ndër synimet kryesore të çdo lënde mësimore në shkollë. Sigurisht që në radhë të pare, është lënda e gjuhës shqipe, si dhe ajo e letërsisë që mbartin peshën kryesore në përvetësimin e qëndrueshëm të elementeve bazë të normës letrare.

Por kjo qëndrueshmëri duhet të mbështetet edhe nga lëndët e tjera dhe mësuesit e tyre sepse, shpeshherë, ajo që mësohet dhe kërkohet në lëndën e gjuhës shqipe, zhbëhet gjatë zhvillimit të lëndëve të tjera duke u anashkaluar vëmendja ndaj drejtshkrimit dhe drejtshqiptimit të gjuhës standarde.

Projektet ndër lëndore janë gjithashtu një mundësi shumë e mirë për t`i dhënë gjuhës shqipe vendin e duhur në shkollë dhe jo vetëm, si simbol i kombit dhe i kulturës sonë.

II. Foreign Language Methodology

Students' Comprehension of Teaching Styles and Learning Strategies in Secondary Education in Albania

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Abstract

Many researchers have worked on teaching and learning strategies in English Language Learning in order to improve the quality of education.. This paper aims to investigate Albanian secondary school students' understanding of their teachers' teaching styles and the students' own learning strategies and to determine if there is a significant relationship between teaching style and learning strategy. The data for this study were gathered from a sample of 90 secondary school students.

This study was conducted in three Albanian classes of a secondary school. The students completed a questionnaire about teacher's Teaching Style and a questionnaire about the Motivated Strategies they use for Learning. From this study I came to these conclusions: (1) the secondary school students tended to use learning strategies that enabled them to recall and repeat learning material, they also preferred to work with their friends and classmates (peer to peer cooperation) when group tasks had to be accomplished.

Furthermore, they had the tendency to persist in fulfilling their learning goals even when they encountered learning difficulties; (2) it didn't exist any significant gender difference in use of learning strategy because as I revealed from this study, among the nine learning strategies, male and female students both used Rehearsal, Peer-Learning, and Effort Management strategies; (3) as perceived by students, democratic teaching style was the dominant one; (4) at the end of this study I didn't find any relationship between student's comprehension of teaching style and learning strategy.

Key words: *student, learning strategy, teaching style, secondary school, teacher, gender.*

II. Foreign Language Methodology

Stephen Krashen's Theory of Second Language Acquisition

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Abstract

The Acquisition-Learning distinction is the most important of all the hypotheses in Krashen's theory and the most widely known and influential among linguists and language practitioners. According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act. The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'. Krashen's theory of second language acquisition consists of five main hypotheses:

1. the Acquisition-Learning hypothesis
2. the Monitor hypothesis
3. the Input hypothesis
4. the Natural Order hypothesis
5. and the Affective Filter hypothesis.

According to Krashen, the study of the structure of the language can have general educational advantages and values that high schools and colleges may want to include in their language programs. It should be clear, however, that examining irregularity, formulating rules and teaching complex facts about the target language is not language teaching, but rather is "language appreciation" or linguistics. In effect, both teachers and students are deceiving themselves. They believe that it is the subject matter itself, the study of

grammar, that is responsible for the students" progress, but in reality their progress is coming from the medium and not the message. Any subject matter that held their interest would do just as well.

Key words: *Acquisition, learning, second language, Krashen, Teaching theory*

II. Foreign Language Methodology

Inducement of Pupils’ Critical Thinking in The Subject of Nature Knowledge (Geography) of the Elementary Education

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Abstract

The main areas of education function in learning of geography on grades I-V of elementary education are knowledge, dexterity and gained geographical expressions. This school age in general develops the sense recognition and the pupils are more attracted from the external features of the objects, natural phenomena, and do not know the internal essence of the phenomena. The transition from the superficial recognition to the internal knowledge is done through the logic recognition or abstract thinking, which is the generalized thinking in concepts. The pupils of this age start to learn the geographical information by having as a foundation the concrete learning; generalization, abstraction and reasoning are in the initial phases and develop step by step under the influence of learning. Critical thinking is part of the learning process of school studies. It is an active process, very complex too, which includes the pupils’ thinking and cannot be developed out of the contest. Critical thinking requires the skills to judge and reflect on what the pupil knows and thinks. Critical thinking is also an ongoing process. To get the students to think critically there are some rules for the classroom conditions that need to be created in order to encourage and develop this type of thinking.

Key words: *logical recognition, abstract thinking, learning process, critical thinking.*

II. Foreign Language Methodology

Evaluation of Lexical Abilities in Foreign Languages

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Abstract

Vocabulary acquisition is a linguistic component as all the others and it can be evaluated. Grammar acquisition has been easily evaluated whereas, during the years, there have been difficulties in evaluating vocabulary which may have also resulted from the use of traditional teaching methods. Recently, when the methodology has significantly improved, vocabulary evaluation is facilitated. The Common European Framework of Languages has been a helpful tool for foreign language teachers, as it describes in detail the abilities of lexical expansion and the qualitative use of vocabulary from A1 to C2 level.

This paper will consider this successful work as a key, a novelty which by being enriched in different contexts opens the doors to different forms of evaluation. In this paper we want to demonstrate by means of specific examples for each level, comparisons and statistics, how the evaluation of lexical skills promotes the improvement of communicative ability, help to eliminate the risks of parasitic criteria which must be known first.

Key words: *evaluation, vocabulary acquisition, acquisition of knowledge, capacity, final output, communication, quality.*

IV. Literature

Teaching and Learning in Kingsley Amis’s Novel *Lucky Jim*

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Abstract

A forerunner of the campus novel, *Lucky Jim* features Jim, a young professor who wants to make his way into academic life. Jim’s professional dilemmas which regard the best way to advance in academic career and preserve one’s position in the academia, also expose other binaries, of a more personal character, namely failure-success, thought-speech, like-dislike, which from the academic perspective, are inherently linked with teaching and learning. These make Jim confront himself with how he can be and how he wants to be, that is, with the teaching and learning models he can adopt for himself in his path towards academic advancement. The paper focuses particularly on the character of Jim and seeks to explore what teaching and learning models are represented in the novel and how they are coupled with other issues which regard primarily human personality.

Key words: *Amis, Lucky Jim, teaching, learning, binaries.*

IV. Literature

Përkthimet në Shqip të Letërsisë Botërore për Fëmijë

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Abstrakt

Letërsia e huaj për fëmijë është një pasuri e madhe e kulturës botërore, e cila ka krijuar vepra letrare që kanë lënë gjurmë të thella në botën artistike e edukative të fëmijëve. Duke qenë se kjo letërsi mbart vlera të shquara estetike, etike e morale, qysh në periudhën e Rilindjes sonë Kombëtare, mjaft mësues e shkrimtarë, përkthyen e përshtatën në gjuhën shqipe, për nevoja të shkallës dhe edukimit të fëmijëve, fabula, përralla, vjersha e prozë nga kjo pasuri e kulturës botërore. Fabula e vjersha të tilla didaskalike përkthyen e përshtatën shkrimtarët romantikë, Naim Frashëri, Papa Kristo Negovani, Andon Zako Çajupi, Luigi Gurakuqi e Gjerasim Qiriazhi.

Kujdes të veçantë për t’u dhënë fëmijëve shqiptarë pasurinë letrare të vendeve të tjera të Evropës e të botës bëri në vitet ’30-’40 të shek. XX edhe revista “Vatra e Rinisë”. Në një nga numrat e kësaj reviste bëhet fjalë për romanin “Liza në botën e çudirave”, duke përshkruar edhe mjaft të dhëna për autorin Luis Keler. Po në këtë revistë u botua edhe biografia letrare, si dhe disa përralla të Andersenit, tregime të Viktor Hygos, përralla nga Charl Pero, novela “Kikibio dhe Shapatoreja me një këmbë” e G. Bokaçios, si dhe novela “Princi i çuditshëm i shkretinës” i A. Cipolas.

Nga letërsia botërore bashkëkohore për fëmijë, në shqip janë përkthyer edhe veprat e autorëve të shquar, Alqi Zeji, Azis Nesin dhe Xhani Rodari. Romani “Tigri i vitrinës” i shkrimtares greke, Alqi Zeji, ashtu si romanet e tjerë të saj përshkruajnë jetën e fëmijëve grekë mes peripecive e naivitetit të tyre, mes botës së gjallë e plot humor. Ky roman, së bashku me romanet “Shëtitja e madhe e Petros” dhe “Çadra Lejla”, në mënyrë kronologjike pasqyrojnë jetën e fëmijëve grekë në vitet e Luftës së Dytë Botërore.

Përralltari i kohëve moderne, shkrimtari italian, Xhani Rodari, është bërë i pranishëm për lexuesit e vegjël shqiptarë qysh në vitin 1958, kur nisën të botohen librat e tij: “Aventurat e Cipolinos”, “Aventurat e Tonino të

padukshmit”, “Ç’erë kanë zanatet”, “Libri i gabimeve” dhe “Udhëtimet e shigjetës së kaltër”. Duke i shkruar këto libra në formë përrallash, Xhani Rodari, ndërton tablo e ngjarje, si dhe personazhe me aventura e të papritura, të shkruara me një art të magjishëm për të vegjlit.

Krahas përkthyesve Milto S. Gurra, Mitrush Kuteli, Bedri Dede, Odhise Grillo, Vedat Kokona, Petro Zheji, Neka Turkeshi, Vehbi Kikaj, Dionis Bubani, Gjergj Zheji, Amik Kacaruhò, Jorgji Doksani, Sokrat Miçi, Lazën Koldashi, Kastriot Mahilaj, Petrika Thëngjilli etj., ndër të talentuarit përkthyes të letërsisë botërore për fëmijë është dhe Halit Selfo, i cili ka përkthyer veprat letrare: “Djemtë e rrugës Pal” të P. Malmorit, “Poemë pedagogjike” të Makarenkos, “Zemër” të De Amicis, “Bijtë e kapitenit Grant” të Zhyl Vernit, si dhe “Udhëtimet e Guliverit” të Xhonatan Suift. Shkrimtari Spiro Comora, duke i vlerësuar në tërësi punën mjeshtërore të përkthyesit Halit Selfo vë në dukje se: “shqipërimi i Udhëtimit të Guliverit, i shton bibliotekës sonë shqiptare një kryevepër që do t’i rrëmbejë zemrat e lexuesit të çdo moshe...”.

Jo vetëm studiuesit, por edhe lexuesit e zakonshëm duhet ta kenë vënë re se shumica e shkrimtarëve të fantazisë janë britanikë, duke filluar me Kerëllin, Berrin, Nesbitin, Burnetin, Tolkienenin, C.S. Ljuisin dhe Dahlin. Këtyre klasikëve të vjetër dhe modernë iu shtua tashmë edhe Joan K. Ro\$ling (lindur më 1970). Pa dyshim që ajo si shkrimtare përbën një dukuri letrare, ashtu si edhe vepra e saj, e konceptuar në shtatë romane, aq vjet sa Harri qëndron në shkollën private të magjistarëve.

IV. Literature

The Global Future of Reading

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Abstract

In our view the accomplished structure during the reading process by the Possible Reader, as a theoretical category, aims to fulfill a certain Meaning Matrix represented as an Integral on defined interval of data, over a given period, respectively for all literary works in that context, independently from their natural differences. For as long as the value of the meaning realized by this cultural construct - The Possible Reader – can be theoretically justified, our work based on a hybrid model of collaboration Eco – Fish (Umberto Eco, Lector in Fabula: La cooperazione interpretativa nei testi narrativi, Tascabili Bompiani, Milano, 2006, - Stanley Fish, Is There a Text in This Class?, Literature in the Reader, Harvard University Press, April 1982), aims to discover the contours of that Matrix during the reading of an literary text in original English, Animal Farm by George Orwell, from a Possible Reader of native Albanian language, as an indicator of coincidences and differences, of their nature, their density and respective functions in a Global Literary System, toward a Global Meaning Matrix and a Possible Global Reader.

Key words: *possible reader; meaning matrix, global reading, global reader, Eco-Fish hybrid model.*

E Ardhmja Globale e Leximit

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Abstrakt

Në pikëpamjen tonë, struktura e kryer gjatë procesit të leximit nga Lexuesi i Mundshëm, si kategori teorike, synon drejt realizimit të një Matrice të kuptimit, e paraqitur si Integrale mbi një interval të përcaktuar gjendjesh, për një periudhë të dhënë, përkatësisht për të gjithë tekstet letrare në atë rrethanë, pavarësisht nga ndryshimet e natyrshme. Për sa mund të përliqet teorikisht vlera e kuptimit të kryer nga ky konstrukt kulturor, Lexuesi i Mundshëm,

mbi një model hibrid bashkëveprimi Umberto Eco (Lector in Fabula: La cooperazione interpretativa nei testi narrativi, Tascabili Bompiani, Milano, 2006) – Stanley Fish, (Is There a Text in This Class?, Literature in the Reader, Harvard University Press, April 1982), synimi ynë është zbulimi i kontureve të Matricës gjatë leximit të një teksti në anglisht - Ferma e kafshëve nga Xhorxh Oruell, nga një Lexues i Mundshëm që gjuhë të parë ka shqipen, si tregues i përkimeve e i dallimeve, i natyrës, i dendësisë e i funksioneve të tyre në një Sistem Letrar Global, drejt një Matrice Globale të Kuptimit e një Lexuesi të Mundshëm Global.

Fjalët kyçe: *lexuesi i mundshëm, matrica e kuptimit, lexim global, lexues global, modeli hibrid Eco-Fish.*

IV. Literature

Authorial Voice in Petro Marko’s Novels

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Abstract

Petro Marko’s is a typical case, which testifies to the relations that exist between his literary work and his life and activity. For this reason, the status of Petro Marko’s oeuvre is represented as rather obscure because in it the boundaries between the lived and the fictitious are more difficult to mark off.

In this paper, I look into the rapport between the instance of author as person and text, the identification of the dimensions of “authorial voice” in some of the narrative figures like the narrator, the character, in order to better understand and know their nature and characteristics, which eventually will lead to a possible interpretative approach. It happens that in Petro Marko’s novels, although we are aware of the text’s belonging, we manage to feel in narration, in the character’s descriptions and throughout the text the presence of a voice which we can resolve to call authorial voice, which represents the point of view, experience, prejudices, convictions and everything else that stems from the author. I will try to identify how this authorial voice comes out in the figures of narrator and character. In Petro Marko’s novels, despite the narrative point of view, we happen to get confused with our impressions that Petro Marko narrates in the first person. The truth is that, even if he narrates in the third person, the writer still sees through the eyes of the first person (the character), and both characters introduced through the first person and those introduced through the third person are built upon the author’s memory, experience and consciousness. In general, Petro Marko’s narrative is one of inner vision, subjective of time, historical events in which the writer participated himself. This subjectivity is expressed in the novel through the main character’s subjectivity.

Despite the author’s attempt, textual literary devices do not manage to escape authorial voice to the point that they seem the same thing. Bakhtin’s monologic principle to which he opposes the polyphonic principle

is one such case. Polyphony has to do with the presence of many dialectical or dialogic voices. This means that none of the voices will outdo, superimpose the others, no viewpoint will definitely impose the others. The author's position changes here, he does not define characters, but listens and talks to them. He does not transform the other consciousnesses into objects and does not make conclusive external definitions about them.

The opposite takes place in Petro Marko's novels. Because the characters are here not simply fictitious creations, but a grafting of the author's consciousness, memory, experience with his imagination, they cannot easily escape "authorial voice", to the point that it appears that the author talks to each of them. But the writer's authorial voice no matter how subjective it is, does not muffle the world's other voices, he (the author) simply does not wish his world to be the world of many other voices and of many other truths, thus he builds his discourse upon his own truth. Through this truth, he acts against the so-called objective narration, the eye that is outside and refuses to get into the dry truth of the official version.

Key words: *narrator, character, authorial voice, monologic principle, autobiography, fiction.*

IV. Literature

Zhvillimi i Romanit Shqiptar pas Viteve '90. Prurje dhe Dukuri

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Abstrakt

Letërsia shqiptare e pas viteve 1990, për shkak të rrethanave dhe kushteve historike-politike, hyn në një fazë të re komplekse si nga rrafshi i poetikave të pranishme ashtu edhe nga rrafshi tematik dhe semantik, e cila tani për tani nuk mund të emërtohet me termin e ndonjë periudhe, rryme, platforme estetike, stili të vetëm letrar, për disa prej arsyeve që do t'i rendisim më poshtë. Kjo vlen edhe për romanin bashkëkohor. Si pasojë e “vonesave” dhe “ndërprerjeve” të komunikimit ndërmjet letërsisë shqiptare dhe letërsisë evropiane - perëndimore apo botërore, në këto vite në romanin bashkëkohor shqiptar vërshojnë prirje dhe cilësi të përvojave bashkëkohore apo të tejkaluara në letërsinë evropiane apo botërore.

Sot nga autorë shqiptarë shkruhet shumë, botohet shumë, shkruhen e botohen skarcitete nga më fantastiket por shkruhet e botohet edhe letërsi që e meriton këtë cilësim. Lexohet më pak. Disa shkrimtarë të talentuar, të afirmuar në periudhën e sundimit të regjimit komunist, vijuan krijimtarinë e tyre duke u “distancur” menjëherë nga realizmi socialist, shumë të tjerë e ndërprenë për krejt atë. Një brez tjetër vjen në letërsi vullshëm dhe “provokues” në kërkim të identitetit të ri artistik, i pakënaqur nga mjetet shprehëse artistike ekzistuese, cilësi e çdo brezi më të ri. Prurjet më të konsoliduara të këtyre dy aradhave të shkrimtarëve manifestohen në zhanrin e romanit. Ky punim në mënyrë joshteruese, synon të analizojë dhe interpretojë disa prej këtyre prurjeve.

Fjalët kyçe: *romani shqiptar, prurje letrare, dukuri, letërsia pas viteve 90, bashkëkohor, risi.*

IV. Literature

Goditja e Zakonit dhe Veseve Shqiptare Përmes Satirës në Komedinë ‘Katërmbëdhjetë vjeç dhëndër’ të Çajupit

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Abstrakti

Komedia “Katërmbëdhjetë vjeç dhëndër” e Anton Zako Çajupit ishte komedia e parë, e shkruar në vargje më 1902. Vetë titulli na e zbërthen temën e kësaj dukurie zakonore në disa krahina shqiptare që martojnë fëmijët, të rinjtë dhe të rejtat, në moshat proporcionalisht jo të njëjtë siç ishte Gjini në moshën 14 vjeçare me Marigonë në moshën 20 vjeçare. Një martesë e tillë ka premise tragjikomike, tragjike për nusen që ka pritur të gjejë një partner të barabartë, dhe komik për dhëndrin, që nusen e quan motër e nënë.

Humori përmes satirës, si një element i pëlqyer dhe mjet për realizimin e kritikës shoqërore e morale për t’u distancuar nga e keqja e për të realizuar çlirimin e njeriut nga tundimet e ardhura prej vesit. Komedia vizatoi karaktere komike të tillësi: Tana dhe Vangjeli, dy prindër që nuk e vrasin shumë mendjen për lumturinë e djalit të tyre, i cili ishte akoma fëmijë, Gjinit. Vepra ndahet në katër pamje: “Burrë e grua”, “Në mulli”, “Urime” dhe “Dit e dasmës”. Tema e mentalitetit partrikal në këtë komedi bie shumë në sy, ku pjesë e kësaj na shfaqet edhe fjalori vulgar, sharjet, mallkimet, shprehjet dhe njesitë frazeologjike popullore të krahinës nga vinte vetë autori, i cili i konsideron si dukuri tëshëmtuara, që flasin për një jetë të zbrazët e plot intriga të familjeve shqiptare.

Fjalët kyçe: *Tana, Gjini, Vangjeli, bota, Marigona, trimi.*

IV. Literature

Intercultural Communication in English as a Foreign Language: A Case Study

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Abstract

The present study attempts to emphasize that effective communication is more than a matter of linguistic skill and that besides enriching communicative competence, cultural competence can induce sensitivity and respect for different cultures and promote cultural objectivity and acuteness as well. It tries to identify and analyze the strengths and weaknesses in the language use aiming at the cultural integration in terms of a consumer society of progress; to highlight the inextricable relation that exists between the language and the culture of a people; to support the idea that the combination of a foreign language learning and the teaching of the culture of the target civilization affects the avoidance or the rational assessment of the stereotypes and the education of cultural awareness. At the core of this study is the combination of culture teaching in the foreign language class deepened more specifically by the suggested ways the teaching of the target culture and the intercultural education can be implemented in the English language class. The paper is an attempt to show the physiognomy of foreign language teaching in the secondary public schools in Vlora and suggest the use of several techniques and teaching methods integrating cultural elements in the English language teaching. By focusing on these techniques and teaching methods the paper aims to highlight the values of intercultural education, as an incentive for their integration in didactic, methodological and social aspects of the current foreign language teaching in Albanian schools. Recommendations on the possibilities of foreign language teachers' intervention in the integration of the target culture in foreign language teaching remain within the frame of the paper's scope.

Keywords: *communicative competence, cultural competence, cultural awareness intercultural education*

IV. Literature

The Physical and Moral Portrait of the Declassed in the Novel “Përçmimi – The Contempt” of I. Kadare

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Abstract

The compositions of Kadare include short stories and novels which are still not published in proper literature works, but are published in the daily paper of the time period. One of them is the novel “The contempt” published in the magazine “ Në Shërbim të popullit – In the Service of People”, 1984, a periodically published paper, numbers 4, 5 and 6 in Tirana.

In this novel, Kadare gradually constructs the physical portrait in the beginning of the story and the spiritual portrait that came from the time of political persecution. In details, the story gives their life from their houses to the old houses and their so called labels “the newcomers”. This group of new herd was totally separated from the natives and the expressions such as “Thank God we have each other” and “One of them” shows the huge social gap of the vicious dictatorship. This group of people was mainly educated in city “N”, no name, a frequent feature of Kadare, when he wants to show the overall story. This novel presents a love story between “one of them” and “one of the others” ending in marriage. In the character of an ex soldier there are very strong differences: servility, contempt, and disgust. The goal is survival. A painful physical and spiritual portrait of the man in dictatorship period.

Key words: *contempt, disgust, not beautiful, them, servility, alienation, etc.*

V. Translation

An Analysis of the Translation of Metaphors in Dubliners by James Joyce and Baker’s Taxonomy

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Abstract

The present paper is an attempt to investigate the translation of metaphors in some selected stories by Joyce. The study aims to analyze and compare the translation of metaphors and their corresponding translated Albanian versions by ascertaining the metaphorical aspects and messages of his short stories that have not been adequately translated and ignored. The research uses selected models of metaphor translation, to study and analyze whether the translations presented are adequate. The findings obtained from the analyses of the related data show that there are some mismatches between the metaphorical elements, where literal translation of the lexical devices leads to the lesser or change of the messages and that the translation of equivocation and ambiguous devices to the corresponding devices of English results in some inadequacies in the translations of some metaphors. As expected, there are no one to one correspondences between the metaphoric elements in Albanian and English. Through this study, an Albanian translation of the above-mentioned English literary work is going to be evaluated based on Baker's taxonomy of translation. The present research recognizes two paragraphs of the fiction to analyze in accordance with aforementioned theory. Baker's Taxonomy considers five levels for equivalences named Word level, above word level, Grammatical level, Textual level and Pragmatic level. Finally, a conclusion is drawn based on the assessment of the Albanian translation and frequencies and percentages will be calculated in terms of five equivalents.

Key words: *Joyce, metaphors, Literary Texts, Baker's Taxonomy.*

V. Translation

Përkthimi i Përkthyesit apo Përkthimi Automatik?

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Abstrakt

Në ditët tona, në “erën e kompiuterit” zhvillimi i informatikës ka krijuar lehtësinë shumë fusha. Njëra syresh është edhe përkthimi. Janë hartuar programe e sisteme kompiuterike nga më të ndryshmet që sigurojnë një përkthim të përafërt me atë të përkthyesit. Inteligjenca e këtyre makinerive është e tillë që një tekst që mund të përkthehet nga njeriu përnjëjavë, nga makinat përkthehet për mëpak se një ditë. Por krahas shpejtësisë, shërbimit pa kosto që të ofron, konfidencialitetit, homogjenitetit, objektivitetit apo universalitetit, makina është e limituar në kapacitetet e saj për të prodhuar përkthim cilësor. PA mund të përdoret shumë mirë në fushën e shkencës dhe teknikës, por PP është më efikas në fushën e letërsisë, drejtësisë apo ekonomisë, pasi produkti i tij është më i saktë dhe më cilësor. Lind pyetja: a e zëvendëson Përkthimi Automatik (PA) Përkthimin e Përkthyesit (PP)? Mos ka ndonjë të mesme të artë që ipërfshin të dy tipet e përkthimit? Përt’iu përgjigjur këtyre pyetjeve, në materialin që vijon, hidhet një vështrim mbi kuadrin përkufizues të të dy tipeve, karakteristikat kryesor etë tyre, përparësitë dhe kufizimet reciproke, historinë e PA si dhe një të mesme jetë artë që I përfshin të dytipet e përkthimit dhe që i bën ato komplementare të njëra-tjetrës dhe duke e vënë makinën gjithmonë në shërbim të njeriut.

Fjalët kyçe: *përkthimi automatik, përkthyesi, gjuhët e huaja, makina.*

V. Translation

Spring in November! (Interpretation Challenges in a Florist Workshop)

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Abstract

Interpretation is one of the most demanding and difficult professions which requires not only very good knowledge and fluency in source and target language, but also a lot of other additional skills such as very good concentration by the side of the interpreter, quick reaction, self-control and self-management of interpretation challenges which may arise, along with keeping calm in embarrassing and stressful situations.

By taking the case study method, based on the author’s experience as a consecutive interpreter in a florist workshop last November, this paper will provide specific examples where good knowledge of both languages and good skills as an interpreter are not sufficient for this kind of demanding task, which also requires high level of knowledge of specific terminology in both languages.

By bringing into attention and focusing on these specific problems, the present paper will try to give some solutions for overcoming such kinds of challenges in order to accomplish the task successfully.

Key words :*consecutive interpretation, florist workshop, coping with stress.*

V. Translation

A Cultural Perspective on the Romanian Management Style

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Abstract

In the 21st century, the dynamics governing every field of global economy also applies to management practices. This presents challenges to and triggers constant changes of managerial styles and approaches, meant to keep up with market requirements, employee motivation and communication, shareholders' expectations and social commitment. This paper intends to look into the Romanian management style from a cultural and historical standpoint. We will attempt to identify the extent to which the geographic position of Romania and almost half a century of Communist rule have influenced local management approaches. The picture would be incomplete without a comparison between Romanian old school management and the trends imposed by younger managers, who take their leadership inspiration from Western countries, also under the influence of foreign managers running branches of multinationals based in Romania.

Key words: *Romania, management, style, translation.*

V. Translation

The Most Common Problems in Literary Translations

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Abstract

Translation is always considered as the first step of intercultural connection between different peoples and cultures. So considered, it takes an extraordinary importance in the presentation of a language or culture to another. For this reason, this study aims to identify problems that Albanian students that study Italian language have often during the translation of a literary text from Italian into Albanian language, including linguistic and cultural problems, also translations choices. The study seeks to record the above problems through a detailed analysis of the translated texts from the students, searching the reason why these errors occur and how they can be eliminated. Often it's thought to be an incorrect translation for non recognition of foreign language, but in this study it appears that the knowledge of mother language and implementation of translation theories play a major role in the quality of translation. A special place will be paid to the analysis of errors found, in order to be offered a choice of what is to be changed in the way of approach to translation, as well of the language and cultural in general.

Keywords: *translation choices, literary translation, linguistic, cultural.*

VI. Linguistic, Methodology, Literature

I. Linguistic

Nermin Vlora Falaschi Contribution in Anthropological and Ethnological Studies

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Abstract

In this paper we will examine two of scholarly values of NerminVloraFalaschias a researcher, one of the most prominent representatives of contemporary literature Albanian in diaspora.The Contribution of NerminVlora Falaschi, with anthropological and ethnological studies, it is an obvious contribution in the field of Albanology.

Research and scientific in reality, not less than 12 different countries around the world, thanks to the opportunity created from her husband, Italian diplomat Renzo Falaschi, gives us the right and assigns us the task to deal objectively and to appreciate her precious studies, that has left us in the field of cultural anthropology.

What we particularly judge as worth is mentioning that her cultural and scientific humanism was a deep watch of human civic kindness, what people learn to improve.

Keywords: *Diaspora authors, anthropology, ethnology, surveys on ground.*

I. Linguistic

Veçori të Përgjithshme të Sintagmës Foljore në Strukturën e Gjuhës Shqipe

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Abstrakt

Në kuadrin e gramatikës gjenerative, sintagma është parë si një njësi e domosdoshme e operacioneve sintaksore. Teoria e sintagmës mundëson vendosjen hierarkike të fjalëve të sintagmë, duke zbuluar kështu edhe marrëdhëniet strukturore e gramatikore të krijuara brenda fjalisë. Gjuhësia jonë është ende në fillimet e zbatimit të konceptit të sintagmës në sintaksën e gjuhës shqipe. Duke qenë se teoritë që e përbëjnë atë janë universale dhe të zbatueshme në të gjitha gjuhët natyrore, atëherë ky kuadër gjuhësor mund të zbatohet në materialin e gjuhës shqipe.

Folja përbën bërthamën e fjalisë. Edhe kur folja mungon në fjali, ajo nënkuptohet, kështu që kallëzuesia realizohet, dmth. nuk ka fjali pa kallëzuesi. Bazuar në gramatikën gjenerative, folësit e një gjuhe duhet të kenë njohjen e brendshme për të dalluar llojin e foljes dhe përbërësit e sintagmës foljore SF, pra është pjesë e vetë njohjes leksikore të tyre. Duke pasur parasysh këtë pohim, në gramatikën gjenerative është pikërisht folja, që duke u nisur nga interpretimi kuptimor i saj, u cakton përbërësve të tjerë të sintagmës rolet semantike që do të mbartin dhe strukturën e tyre; kjo mundëson analizën në mënyrë hierarkike e zbulon kombinimet të mundshme të sintagmës foljore.

Fjalë kyç: *sintagma, folje, argument, rol semantik, gjenerativizëm, Chomsky*

II. Methodology

A New Viewpoint on Methods of Learning and their Classification

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Abstract

The methods and strategies of teaching and learning cannot be separated artificially into two separate groups from each other. They are linked and intertwined organically. Teaching is a set of cognitive skills and experiences that are used in complex to construct and develop learning. A teaching class cannot developed by implementing a strategy, method, or single technique.

In the wider community of methods some stand in time or in teaching space, others cannot resit in the scientific evolution over the years. Many researchers have been able to write in a general and schematic way that a method is: "More or less a structured community, more or less consistent with the educational goals and achievements orientated towards a clearly expressed goal". Other authors, in defining methods provide many meanings eg, J.J.Rousen defines the method, "as our pedantic obsession to teach children constantly what they can teach themselves."

According Bihoverism; Method implies changes to the overall behavior as a result of interaction with the environment. According biologists: Method is a process between whose develop the neuronal network of the brain. To make the classification of different researcher methods we choose various prestigious criteria, some of which are: 1. The classification criteria: The aims of education. 2. The classification criteria: Teacher. 3. The classification criteria: Student. 4. The classification criteria: Sources of information receives the student. 5. The classification criteria: Scaling of student activities during the learning proces.

The classification of methods is seen in different point of views, but nevertheless they are procedures that teachers use in cooperation with students for presentation and development of teaching materials and activities to achieve educational goals and objectives.

Keywords: *strategies, teaching- learning process, interaction, students, skills.*

II. Methodology

The Acquisition of English Vocabulary through Prefixation Pattern by the EFL Students

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Abstract

Teaching vocabulary remains one of the greatest challenges of English language teachers, as students who learn English as a foreign language always have trouble to learn and memorize new words. Consequently, students find this process quite difficult and boring sometimes. That is the reason why researchers have struggled to find new methods to make this learning activity more interesting and productive.

The study is based on the idea of morphological awareness, which involves the consciousness of the word meaning and the structure of morphemes in relation to words. The more students learn about the affixation patterns and their combinations to root words, the more they develop and enrich their vocabulary.

The use of prefixation knowledge and patterns while teaching English vocabulary and its effect to the students of English, is also shown at the results of a survey conducted. Based on the results of the survey, there are drawn conclusions and effective strategies as well as recommendations to all the teachers of English language who teach vocabulary and grammar classes.

Key words: *vocabulary acquisition, morphological pattern, prefixation, techniques.*

II. Methodology

Roli i Historisë në Procesin e Mësimdhënies

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Abstrakt

Në kohët e sot me institucionet parauniversitare dhe ato pasuniversitare, si dhe kurrikulat e ndryshme të zbatuara në lëndën e historisë përbëjnë një rol të rëndësishëm, për të ndihmuar nxënësit dhe studentët, për t’i bërë ata qytetarë sa më të mirë informuar, aktiv, të denjë dhe të përgjegjshëm në shoqëri, duke I ushqyer me vlera kulturore evropiane. Mësimdhënia e historisë ka një potencial të fuqishëm në edukimin e vlerave të qytetarëve pa paragjykime, të gatshëm për të pranuar diversitetin, të veçantat dhe të përbashkëtat, si dhe të respektojnë kulturat dhe besimet e tjera, historikun e vendeve fqinje, si dhe gjuhët e folura të ndryshme nga e tyrja. Sot në insitucionet arsimore, padyshim një rëndësi të veçantë, si një komponent i rëndësishëm kulturor, luan rol disiplina e historisë, e cila i ndihmon nxënësit jo vetëm me njohuri për të kaluarën e largët, por ajo ndërton dhe kultivonte ata edhe një edukim në personalitetin e tyre, duke nxitur edhe edukimin atdhetar. Një nga objektivat kryesore në lëndën e historisë është kapacite ti për të zhvilluar të menduarin kritik, ç’ka nënkupton që çdo informacion historik duhet të analizohet në mënyrë kritike, duke evidentuar qëllimin, objektivat dhe mesazhin që përcjell ai te nxënësi. Nxënësit duhet të inkurajohen në mënyrë kritike për ta shqyrtuar historinë në mënyrë sa më objektive, qoftë kur dëshmitë historike bëjnë fjalë për fenomene pozitive apo negative. Nxënësit me argumentet e tyre mund të mbështesin apo të kundërshtojnë fenomenet e parashikuar në diskutim.

Fjalëkyçe: *Metodologjia e historisë, edukim qytetar, kulturë evropiane, diversitet.*

IV. Literature

Darkness and Symbolism in Lord of the Flies

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Abstract

Lord of the Flies, first released in 1954 is an attempt to trace to the roots the darkness of the human nature and its exposure in the society through a specific sample, that of a group of well-educated boys. Golding himself declared that in his essay “A moving target” that the theme of his book is “[. . .] grief, sheer grief” and in fact the books ends with Ralf grieving the ineradicable mark of evil in each person’s heart, an evil he/we might scarcely thought might exist before being a witness of the transformation of his peers from civilized human beings into savages. However, I believe that human evil exposure is not an aim; it’s a mean which invites the reader to a further and deeper examination of the human nature, what might trigger such terrible deeds, the causes and effects it might bring. Thus the aim of this paper is to analyse the darkness and symbols in the book based on the Freudian psychological allegory of the characters in the novel who personify the different aspects of the human psyche: the id, the super ego, and the ego and the religious allegory which becomes evident from the location and the description of the island, “the fall” as a dominant metaphor, the concept and the presence of the “Beast” and many allusions to the Bible and Lucifer.

Key Words: *symbols, Freudian Psychology, transformation, etc.*

I. Linguistic

The Language of Italian Cinema

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Abstract

The adoption, in sound films, of the word either sung or recited helped to give a lasting impetus to Hollywood industry and gradually to other film industries, but also created new problems such as the adaptation of equipment and the personnel, the reorganization of expressive-technical resources or theoretical and aesthetic ones. But the biggest problem that brought the pressing dilemmas and tenacious hardships was the linguistic one.

The problem of the language in Italy has affected both national and imported production, for various reasons: in particular, poor adaptability of traditional Italian locutive forms (theatrical, literary, highly formal language) to the needs of the interlocutory film; moreover the diffusion towards the prevention of dialectal choices; and finally, the paucity of language skills, even of passive ones, of the wide public.

The aim of this paper is to give a general picture of how the language problem in the Italian cinema was solved through a small contingent of films created by prominent figures (like Fellini, Visconti, Pasolini and others), from the different academies where the Crusca one has a primary role and the parallel contribution of genres such as “Italian comedy” and the “denounce” drama. Such production affected the establishment of a typically film-based spoken language in which the average level of conversational Italian constituted and still constitutes the bearing backbone of any language modulations including multilingual ones.

Keywords: *cinema, language, communication, dialects.*

Vlora, 6 May 2017

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