

**NEW CHALLENGES TO LINGUISTICS,
TEACHING PRACTICES, TRANSLATION
AND CULTURAL HORIZONS**

**OUTSTANDING
SELECTED PAPERS**

Editors

Triptik, Vlore, Albania



*University of Vlora “Ismail Qemali”
Faculty of Human Sciences
Department of Foreign Languages*

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LITERARY STUDIES

Aphasia: Reflections of Linguistic Disorder in Kurt Vonnegut's Major Characters

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Abstract

The representation of language in the cerebral cortex has been consistently investigated by neuro-scientists.

Cerebral lesions lead to linguistic disorders. For over a century, disorders of speech known as Aphasia have been associated with lesions in the left cerebral hemisphere-the posterior part of the third frontal convolution.

This aphasia may co-occur with other speech disorders, such as dysarthria manifested in slurred or slowed speech; Apraxia where a person's speech function is lost or obscured; cluttering a fluency disorder, characterized by speech being too rapid or jerky and others.

Subsequently, sufferers of such debilitating linguistic neurological problems, gain representations in literary texts as they mirror reality. Kurt Vonnegut's fiction represent protagonists with linguistic disorders both receptive and expressive. Reflexes of thought disorders, symptomatic of schizophrenia are vividly apparent in speech cohesions of the characters. Psychological and biological problems are attributed to the complexities of the cerebral construct in them.

This paper analyses three facets in Kurt Vonnegut's fiction – the relative causes of

neurological speech defects, how characters react and respond to aphasia and the moral concerns that arise therefrom.

Key words: linguistic disorder, aphasia, schizophrenia, Vonnegut's fiction, reality.

Abstrakt

Përfaqësimi i gjuhës në korteksin cerebral është hetuar vazhdimisht nga neuro-shkencëtarët.

Lezionet cerebrale çojnë në çrregullime gjuhësore. Për më shumë se një shekull, çrregullimet e të folurit të njohura si Afazia janë shoqëruar me lezione në hemisferën e majtë cerebrale - pjesa e pasme e konvulcionit të tretë frontal.

Kjo afazi mund të shoqërohet me çrregullime të tjera të të folurit, të tilla si disartria e manifestuar në të folur të paqartë ose të ngadalësuar; Apraksia ku funksioni i të folurit i një personi humbet ose errësohet; si rrëmujë, një çrregullim i rrjedhshmërisë, i karakterizuar nga të folurit shumë i shpejtë ose i vrullshëm dhe të tjera si keto.

Më pas, ata që vuajnë nga probleme të tilla neurologjike linguistike dobësuese, fitojnë përfaqësim në tekste letrare si p.sh.ato pasqyrojnë realitetin. Trilli i Kurt Vonnegut përfaqëson protagonistë me çrregullime gjuhësore si receptive ashtu edhe shprehëse.

Reflekset e çrregullimeve të të menduarit, simptomatike të skizofrenisë janë qartësisht të dukshme në kohezionin e të folurit të personazheve. Problemet psikologjike dhe biologjike i atribuohen kompleksitetit të konstruktit cerebral në to.

Ky punim analizon tre aspekte në trillimet e Kurt Vonnegut - shkaqet relative të defekteve neurologjike të të folurit, si reagojnë dhe reagojnë personazhet ndaj afazisë dhe shqetësimet morale që lindin prej saj.

Fjalët kyçe: çrregullim gjuhësor, afazi, skizofreni, trillim i Vonnegut, realitet.

Introduction: Aphasia Existential Disorder

The most crucial problem confronting man today relates to several psychological and physiological problems leading to the crisis of the self. Fundamentally, man's activity is controlled by his will that is the self-conscious mind. When it goes beyond control, he experiences staggering default in physical movement and his living. For the cause of the first he attributes it to the lesions in the brain. For the second, he attributes it to unknown power that directs his will. The tragic situation of modern life exists in this grotesque and abnormal condition of man. The representation of language in the cerebral cortex has been consistently investigated by neuro- scientists. Cerebral lesions lead to linguistic disorders.

Aphasia Traits

For over a century, disorders of speech known as Aphasia have been associated with lesions in the left cerebral hemisphere — the posterior part of the third frontal convolution. This aphasia may co-occur with other speech disorders, such as dysarthria manifested in slurred or slowed speech; apraxia where a person's speech function is lost or obscured; cluttering a fluency disorder, characterized by speech being too rapid or jerky and others. Aphasia results from damage to one or more of the areas of the brain that is responsible for

delivering language skills. Aphasia can occur suddenly, such as after a stroke which is the most common cause or head injury or brain surgery, or may develop more slowly, as the result of a brain tumor, brain infection or neurological disorder such as dementia. According to the 2020 report of the Lancet Commission, it is estimated that 50 million people worldwide suffer from neurodegenerative diseases, and that by the year 2050 this figure will increase to 115 million people.

Literary Canon Mirroring Reality

Writers have intermittently commented on the incongruous behavior of man. Lawrence R. Broer quotes George Bernard Shaw who suggested that "some alien world was using the earth as its insane asylum, dropping lunatics off at regular intervals" (1). Writers depict characters who are victims of the horrific realities of the times and are isolated, violent, defeated, tortured and warped. Responding to the writer's obsession with the repulsive type of literature, the German American Science Fiction writer, Kurt Vonnegut places beneath his literary art an undercurrent of linguistic disorders that arises from many neurological problems. Neurosis is a major psychological crisis afflicting the Vonnegut protagonist. It represents a variety of mental disorders in which emotional distress or unconscious conflict is expressed through various physical, physiological, and mental disturbances.

Vonnegut's Major Characters

Immobilized by guilt and fear, Vonnegut's major characters are typically alienated from self and society. Their minds get disintegrated and as a consequence, they lapse into a state of complete helplessness. Probably no characters in contemporary fiction are more traumatized and emotionally damaged than those of Kurt Vonnegut. There are dozens of suicides; psychopathic violence and all major protagonists suffer periods of deep depression -- some

existing nebulously on the edge of sanity, with periodic breakdowns, others losing touch with reality entirely and requiring psychiatric care and hospitalization. They suffer from numerous forms of mental collapse -- schizophrenia, combat fatigue, demonic depression, echolalia, paranoia, catatonia, catalepsies, Hunter Thompson Disease and samaritrophobia. Subsequently, sufferers of such debilitating linguistic neurological problems, gain representations in literary texts as they mirror reality. Kurt Vonnegut's fiction represent protagonists with linguistic disorders both receptive and expressive. Reflexes of thought disorders, symptomatic of schizophrenia are vividly apparent in speech cohesions of the characters. Psychological and biological problems are attributed to the complexities of the cerebral construct in them. This paper analyses three facets in Kurt Vonnegut's fiction - the relative causes of neurological speech defects, how characters react and respond to aphasia and the moral concerns that arise therefrom.

Post-Traumatic Stress Disorder and Kilgore Trout's Fiction *Slaughterhouse - Five*

Most of the disorders in Vonnegut's protagonists are caused by war. The causes attributed to the problems are Post-Traumatic Stress Disorder- PTSD and Kilgore Trout's Fiction. On the surface, *Slaughterhouse-Five* seems to be about the firebombing of Dresden during the Second World War. At a much deeper level, it is also the story of Billy Pilgrim, a man tormented and haunted by the past. The unspeakable atrocities, carnage and death which he has witnessed lead to psychic trauma. "Billy is so crippled by the psychologically damaging blows he receives before, during, and after the war that he increasingly withdraws from reality and ultimately loses his sanity" (88). After the war, he returns home and checks himself into a ward for nonviolent mental patients in a veterans' hospital. There he is given shock treatment and released.

Later, he becomes an optometrist, marries Valencia and has two children Barbara and Robert. In 1968, Billy survives a plane crash and acquires a terrible scar across the top of his skull. While he is recuperating in the hospital, his wife dies accidentally of carbon monoxide poisoning. He does not resume his practice. Billy is taken care of by a housekeeper and is visited by his daughter daily. One day, without any warning, Billy goes to New York City and gets on in an all-night radio programme devoted to talk. He talks of being kidnapped by a flying saucer in 1967 and was taken to Tralfamadore where he was displayed in a zoo, and was mated there with a former Earthling movie star named Montana Wildhack. Billy insists that everything he said on the radio is true. Tralfamadore is nothing more than a product of Billy's mind. It does appear that he had created Tralfamadore as a way of escaping his troubled past. In that light, his Tralfamadorian existence must be approached as an escape mechanism grounded in mental instability. War psychologically inflicts wounds on Billy Pilgrim; however, the ideas contained in Kilgore Trout's science fiction novels which he reads are ultimately, responsible for his complete divorce from reality resulting in disorganised thinking.

Schizophrenia and Broca's Aphasia

Dr. Jeffrey E. Goldberg observes Aphasia can result from physical or psychological trauma, or from a degenerative process. The speech of some schizophrenic patients appears, at least superficially, similar to Wernicke's aphasia, it can include paraphasic like semantic substitutions of words and phrases and a tendency to string words together based on phonologic or semantic relationships rather than whole themes. Moreover, like some patients with Wernicke's aphasia, schizophrenic patients with thought disorder often show little awareness of their speech abnormalities. Schizophrenia can cause people to have problems in concentrating and maintaining a

train of thought. It manifests in the way they speak. Results indicate that schizophrenic patients exhibit a profile of language performance distinctive from those found in aphasia. Critics have frequently associated *Slaughterhouse-Five* and its protagonist Billy Pilgrim with schizophrenia. The diagnostic criterion for schizophrenia substantiates the illness as a mental disorder that makes it difficult for an individual to distinguish between real and unreal experiences. It has broad disturbances in cognition to think logically, memory deficits, attention problems to have normal emotional responses, and to behave normally in social situations. Disorganized thinking and speech, also described as thought disorder or loosening of associations, is a key symptom of schizophrenia. Billy's behavior corresponds with all these symptoms.

It is certain that Billy is caught between real and unrealistic situations. He lives in a warped imagination with his own memory fluctuating. As a result, he isolates himself from reality. His relationships and social ties suffer disintegration as well. Showing less reaction to the environment is a symptom of schizophrenia. It is also termed catatonic behavior. According to the symptoms of this problem, one or more areas of functioning such as work, interpersonal relations, or self-care become markedly below the level achieved prior to the onset of the disturbance. Billy has problems paying attention to others and becomes less responsive to those around him. This results in his social and occupational dysfunction.

The French physician, Pierre-Paul Broca first discovered a region of the left hemisphere that was unquestionably tied to language production, a higher mental function. The 'speaking' region of the left hemisphere is therefore called Broca's area. The lesion in classical Broca's aphasia involves the left posterior, inferior frontal gyrus. Through sophisticated neuroimaging techniques, researchers have discovered that circumscribed damage to the Broca's area

does not necessarily result in the complete syndrome of Broca's aphasia. Moreover, some individuals with this aphasia do not have lesions in Broca's area. Therefore, it seems that the underlying pathology in Broca's aphasia can be relatively extensive and varied. Billy Pilgrim's behavioral disorder can be identified with types of Broca's aphasia. Medical observations define involuntary automatic repetition of an interlocutor's speech as echolalia. Clinical causes attributed to the problem is Broca's Transcortical Motor Aphasia where the patient suffers from Tourette syndrome or degenerative disorders.

Billy having just survived an air crash in 1968 shares his hospital room with Professor Bertram Copeland Rumfoord of Harvard, the Official Historian of the United States Air Force. "I was there," he said. It was difficult for Rumfoord to take Billy seriously, since Rumfoord had so long considered Billy a repulsive non-person who would be much better off dead. Now, with Billy speaking clearly and to the point, Rumfoord's ears wanted to treat the words as a foreign language that was not worth learning. "He's simply echoing the things we say ... He's got echolalia now." (140) The author then tells the reader that: Echolalia is a mental disease which makes people immediately repeat things that well people around them say. But Billy didn't really have it. Rumfoord went on insisting for several hours that Billy had echolalia - told nurses and a doctor that Billy had echolalia now. Nobody took Rumfoord's diagnosis seriously.

An incident that confirms the symptoms of aphasia is most evident from Billy's writing letters to the Ilium News Leader describing the creatures from Tralfamadore. He writes from the basement rumpus room of his empty house unaware of the oil burner having been out and the temperature in the house being down to fifty degrees. Billy has difficulties with concentration and memory. The disorganized thinking leads to what he calls "becoming unstuck with time" (23). He

cannot control his thinking pattern or his behavior. While examining a female patient, Billy falls asleep, he starts to get worried about it, about his mind in general. He tries to remember how old he was, what year it was. He couldn't remember that, either. As a soldier at war, Billy escapes the German soldiers. But he is tortured and manhandled by Roland Weary who mocks at him for being in the army. At that time "Billy was involuntarily making convulsive sounds that were a lot like laughter" (50). He cries also involuntarily. When he is unable to sleep and when he sees cripples making convulsions, Billy weeps. He could not control his weeping: "They seeped" and "Billy went on weeping" (63). He shows less or no reaction to events occurring around him. He does not react to Roland Weary's continued kicking with his combat boots. This is in schizophrenic terms called flat affect. Affective flattening is the reduction in the range and intensity of emotional expression, including facial expression, voice tone, eye contact and inability to neither interpret body language nor use appropriate body language. Though Billy seems unperturbed and passive, Vonnegut states that, "Billy's outward listlessness concealed a mind which was fizzing and flashing thrillingly" (190). This confirms Broca's Aphasia, wherein the affected though has severe expressive and receptive language impairment, is able to communicate using facial expression, intonation and gestures.

Bad Chemicals and Neurosis - *Breakfast of Champions*

Dwayne Hoover in *Breakfast of Champions*, is a self-portrait of Vonnegut. Hoover is a highly successful Pontiac dealer who owns half of the business in town. Nevertheless, he is an unhappy man. His personal life bears semblance to the depression and suicidal tendencies that Vonnegut underwent. Towards the closing of the novel Vonnegut admits that he is afraid he will kill himself the way his mother did. Vonnegut and Dwayne harbored the fear of insanity -- the result of the suicide of Vonnegut's mother

and Dwayne's wife, Celia, who killed herself by swallowing Drano. This suicidal impulse is the outcome of what Vonnegut describes as the result of bad chemistry and bad ideas. Dwayne Hoover's body was manufacturing certain chemicals which apparently unbalanced his mind.

Anxiety, the definitive neurotic symptom is triggered in Dwayne after he reads Trout's science fiction. His anxiety was that, "Everybody on Earth was a robot, with one exception and that was himself. Dwayne loses control of his thinking pattern" (14). He starts feeling and seeing queer things. Dwayne sings songs of his youth aloud. He is found singing in the lobby of the new Holiday Inn, "smiling and gesturing at people as though he had been hired to sing for their pleasure. But nobody thought that was necessarily a hint of derangement" (40). Dwayne shows symptoms of low sense of self- worth and is dissatisfied with his past as well as family background. When Harry mentions adoption, Dwayne flares up, for he himself is an adopted child. The subject of adoption causes "an unfortunate chemical reaction in Dwayne's head" (46). He suddenly snarls at Harry and comments rudely at his dressing. He exhibits withdrawal symptoms of moving away from his own self and from others.

Apraxia and Echolalia

Dwayne's neurosis inadvertently leads to Apraxia which happens when certain regions of the cerebral hemispheres in the brain do not work properly. This dysfunction may occur if a lesion in the brain forms across the neural pathways that store memories of learned movements. A person with apraxia may be unable to access this information. Apraxia can happen due to a head injury or disease that affects the brain, such as: a stroke, head trauma, dementia, tumors, corticobasal ganglionic degeneration. People with apraxia may find it difficult to control or coordinate movements voluntarily. These individuals may also have brain damage that causes aphasia, a language impairment that reduces the ability to understand or use

words correctly. In *Breakfast of Champions* Vonnegut demonstrates with remarkable persuasiveness the connection between the modern world with its inhuman industrial empire and the impotent, hopeless, and neurotic life of its citizens.

As Dwayne drives to Midland city to attend the Art festival he remains alone and loses track of where he is. He asks, "Where am I?" (62) He enters the cocktail lounge but remains unobtrusive. He remains as if hypnotized, turned inward. Vonnegut writes that, "Dwayne was mentally absent from activities in the cocktail lounge and sat like a lump of nose putty, staring at something long ago and far away. Kilgore's new evening shirt seemed to radiate with brilliance. Dwayne stares loonily at the bosom of Trout's shirt. He suddenly crashes down at Trout, rants on freewill and quotes. His behavior turns abnormal as he minces ten thousand words in just ten minutes and then walks stiffly to the piano bar. He hurts eleven people so badly that they are taken to the hospital. He runs out to his used car lot and calls out for 'niggers' to come and talk to him. Nobody follows him from the cocktail lounge. He imagines playing hide and seek and calls "Olly-olly-ox-in-freeeeeeeeeeeeeeeeee eeeee eeeeeee" (260).

Stanley Schatt says, "Just as plays by Eugene Ionesco and Harold Pinter contain conversations sprinkled with clichés and trite conversations, Vonnegut's conversations illustrate the hopelessness of communication" (2). A typical conversation between Kilgore Trout and a truck driver proves this. The driver mentioned that the day before had been Veteran's Day. "Um," said Trout. Vonnegut provides another example of a futile conversation when Dwayne Hoover develops a case of echolalia and finds himself echoing everything he hears on radio and everything people say to him. When the young waitress talks to him in the restaurant, she is not even aware of his echolalia.

"Anyway," she said, ""it certainly is an honor to have you visit us and those aren't the right

words, either, but I hope you know what I mean "Mean," said Dwayne.

"Is the food all right?" she said. "All right," said Dwayne.

"It's just what everybody else gets," she said. "We didn't do anything special for you."

"You," said Dwayne (142).

One major theme found in Trout's stories is the tragic results of a lack of communication, and one Trout story effectively counterpoints the many conversations in *Breakfast of Champions* that are almost completely devoid of content.

Childhood Pathology Disorder -Slapstick

In *Slapstick*, Vonnegut summons the deeply repressed childhood experiences and fuses psychic and social trauma in the novel. It brings to light Freudian concept of repressed childhood experiences. Lawrence Broer says: "The collective weight of traumatic family history in these novels is in fact so great, so shockingly personal that Vonnegut says in a letter to me, "It was easy for me to describe each of my novels briefly until I got past *Slaughterhouse-Five*. After that I found the novels too personal to sketch -- I became thick of speech". (112) In this most autobiographical of novels, Vonnegut comments at length in the prologue on the conspicuous absence of affection, spontaneity, or nourishing family rituals within his own family. He describes his sister Alice, who died among strangers in New Jersey of cancer at the age of forty-one. Her death is projected in the novel in the form of Wilbur Swain's twin sister Eliza, who gets killed by an avalanche. Though the death leaves the protagonist in a fit of depression and drug addiction, ultimately, Wilbur does not show any defeatism.

Wilbur Swain and Eliza the twins suffered from guilt, fear, cruelty and loneliness because of their perceived ugliness and abnormality. Their parents feel humiliated and ashamed of their children as they were

neanderthaloids. By the age of fifteen, Wilbur observes that he and his sister are more than unloved. He realizes that his parents wished they would die. The longing for parental affection makes Wilbur and Swain take a suicidal decision of behaving normal. They behave intelligibly and decently which stupefies their servants. Their father "was sick with guilt, of course over having allowed intelligent human beings, his own flesh and blood, to be treated like idiots for so long" (52). The twins maintain the secret of their intimacy. They use bodily contact only in order to increase the intimacy of their brains. Together their utterances become more than normal, with much rapidity.

Cluttering Fluency Disorder and Dysarthria

Cluttering is a fluency disorder characterized by a rate that is perceived to be abnormally rapid, irregular, or both for the speaker. These rate abnormalities further are manifest in one or more of the following symptoms: an excessive number of disfluencies, the majority of which are not typical of people who stutter; the frequent placement of pauses and use of prosodic patterns that do not conform to syntactic and semantic constraints; and inappropriate, usually excessive degrees of coarticulation among sounds, especially in multisyllabic words.

The utterances of Wilbur and Swain may be classified as cluttering fluency disorder, characterised by a rate that is perceived to be abnormally rapid and irregular. Together they are at their best. They put their heads together, murmur in Greek, secretly read and write Latin, English, German, Italian, do calculus by the age of seven and complete reading the family's thousands of books by the age of ten. But in their effort to please their parents they pretend to be idiots. Wilbur and Eliza's mind are in perfect balance in the company of the other. They are turned over to the family psychiatrist, Dr. Cordelia Swain Cordiner. She insists on testing them in isolation from each

other. They are separated and Wilbur finds "mental telepathy" useless for his sister. They answer only a few questions correctly. Dr. Cordiner reports to their parents that their intelligence is below normal for their age. She says Eliza would never learn to read or write and Wilbur would become a filling station attendant or a janitor in a village school. The parents and the doctor decide to part them, and for the first time, Wilbur and Eliza sob. They plead Dr. Cordiner to test them together. Eliza promises to have all their answers correct and so they do mince rapidly the answers.

Further, there is the condition of Dysarthria, which is speech impairment. On his fiftieth birthday, when Wilbur receives news that his sister had died in Mars hit by an avalanche, Wilbur, at that moment, experiences an extraordinary feeling which he thinks is psychological in origin. But in fact, the force of gravity has increased tremendously. There is a great crash everywhere. Everything loses control and collapses. Wilbur is shell-shocked and is in a disoriented state. He stops at a pharmaceutical and takes tri-benzo-Deportamil pills. The pills are used to treat Tourette Disease, whose sufferer spoke obscenities and made insulting gestures no matter where they were. This probably maybe identified with Dysarthria a motor-speech disorder which happens when one cannot coordinate or control the muscles used for speech production in the face, mouth, or respiratory system. It usually results from a brain injury or neurological condition. Wilbur loses the ability to pronounce sounds correctly or speak at a normal volume. He loses control of his self and becomes an addict to the pill. The addiction lasts for thirty years. He also orders for two thousand doses of the drug. Wilbur resorts to a sane deed of warding off human loneliness, through the scheme of communal bonding. His 'extended families' system, resolves his personal

fragmentation and withdrawal.

Neurotic Disorder - *God Bless You Mr.*

Rosewater

God Bless You Mr. Rosewater presents itself to be more psychological than sociological. One can hardly fully identify Eliot Rosewater as insane, as he exhibits the great virtue of humanism. He is characterized both as a “flamboyantly sick man” (16) by his company’s men, and as the sanest man in America by his wife’s father. To Kilgore Trout, he is the initiator of one of the most important social experiments of his time, as Eliot gives importance to people who are unwanted and are in need. Eliot’s sanity therefore becomes indefinable, as his philanthropic deeds affirm both sanity and the extremity with which he executes his humanism, is considered as insanity. The common gossip in the office of the Rosewater Foundation is that, the Senator’s son is a lunatic. He is a chronic drunkard, but he often swears off drinking and takes pride in his appearance and wins back many friends. Sylvia, his wife, is happy at his change. Nevertheless, she receives a call from the psychoanalyst treating Eliot who says her husband has the most massively defended neurosis she had ever attempted to treat. Eliot is amused by the doctor’s dismissal. He plainly comments that the doctor does not understand the cure. The reason behind his neurosis may be attributed to the scars of past experiences and unhappy childhood. While under treatment, Eliot speaks chiefly on American history. The psychoanalyst traces the causes for his present instability to the killing of his beloved mother, when he took her and his terrifying tyrant-father for a sail in Cotuit Harbor.

Communicative Behavior in Aphasia

The neurotic disorder experienced by Eliot results in aphasia with disruption in communication. Eliot’s grip on reality becomes increasingly uncertain. He promises his wife that he doesn’t hear voices. He talks of his intention to care about the people in Indiana. His withdrawal from familial ties, his passivity or the escapist tendencies are symptomatic of non- communication. Now

and then, Eliot relapses into flights of fancy. He often imagines himself as a fireman and has an obsession for the fire engines. Eliot’s father, the Senator, blames himself and admits his fault in having given undue attention to Eliot being the mascot of the Fire Department when he was a child. The Senator who is aware of his son’s past, is very much discomfited with his son’s behavior at the present. Eliot covers his ears as the old man raves on. He moves out of his office like a zombie. Eliot’s erratic memory and simultaneous loss of it confirm his insanity. McAllister his secretary, meanwhile spreads the news that Eliot is the father of fifty-seven children in the Rosewater County. This startles Eliot who blames his memory and with that mighty inward crash of memories came the idea he had for settling everything instantly, beautifully, and fairly. He declares all the children supposed to be his as his sons and daughters. He pronounces them legal heirs to the Rosewater fortune. The novel ends with the sanest note: “Let their names be Rosewater from this moment on. And tell them that their father loves them, no matter what they turn out to be” (167). This act credits Eliot with final words of sane communication in non- communication.

War and Pathological Scars- *Galápagos*

In *Galápagos*, Vonnegut portrays almost all his characters as schizophrenics. Machinery, symbolized by the twin computers Gokubi and Mandrax, creates an age of “petrified” and “pathological personalities” (58) with no more ability to feel or care about the future. Vonnegut writes of the characters that: “All aboard the Bahia de Darwin bear the scars of pathologically unloving parents; all have perverted the instinct to love and progeny into masochistic activities. All, in fact, are potential schizophrenics” (153). MacIntosh has spent his libidinal energy in the frenzied pursuit of property. The craving for material power leaves him uninterested in reproduction. This perverse aggression for power makes him ruthless and uncaring

for the human race. As he comes out of El Dorado Hotel with Zenji Hiroguchi, he is shot at the head from the back by Private Geraldo Delgado a military madman. He was a paranoid schizophrenic. Leon Trout, the omniscient narrator, is also paranoid like Delgado. His past is war-scarred like that of Vonnegut. He is a traumatized veteran of Vietnam. He has unshakable memories of participating in a military massacre. As a soldier in the War with live ammunition in hand, he too is no better than Delgado. War had left him guilt ridden, sexless, and finally hospitalized for nervous exhaustion.

Huntington's Chorea and Hyperkinetic Dysarthria

Like aphasia, dysarthria can be analyzed in terms of the specific brain lesion sites associated with specific patterns of speech impairment. According to Dr. Joseph Jankovic, Dysarthria involves the abnormal articulation of sounds or phonemes, or more precisely, abnormal neuromuscular activation of the speech muscles, affecting the speed, strength, timing, range, or accuracy of movements involving speech. In *Galápagos*, apart from psychological disturbances caused by war, there are physical ailments wherein the sufferer is unable to control his bodily movements. One such is the Huntington's chorea disease. Sufferers of this ailment cannot control the muscles used for speech. They have weakness of throat muscles and cognitive impairment. Captain von Kleist of the Bahia de Darwin as he boards the bus at the time of the riots is unable to control his dancing movements. Vonnegut writes in this regard: "So he got out of the bus, to see if he couldn't somehow get the involuntary dancing movements caused by Huntington's chorea under control by doing exercises -- jumping jacks and push-ups, and deep-knee bends and so on" (220). But he is unable to control his movements. As a result, he involuntarily refrains from communicating. The behavior can be attributed to Hyperkinetic dysarthria.

Schizophrenia and Childhood Pathology - *Cat's Cradle*

Cat's Cradle portrays a world of insanity centering round the three very strange children of Felix Hoenikker. The uncontrollable big brain of Doctor Felix Hoenikker comes out with the destructive ice-nine -- a dooms day device. He spends his life in research neglecting his family. His mechanistic activities indirectly cause the death of his wife and the deformity of Newt, his son. His three children are victimized by parental lovelessness and are likened to babies full of rabies. The strange behavior and physical deformity of the Hoenikker children are symptomatic of a form of schizophrenia. Newt, a talented artist, is capable of painting only morbid pictures. Frank, the architectural genius, turns out to become a puppet in the hands of a dictator. He ends up building models alone. Angela plays the clarinet so beautifully, but it has pain in it. The three of them have problems in expressing or communicating freely.

Expressive Aphasia and Catatonic Symptoms

Expressive aphasia is called Broca's or nonfluent aphasia. People with this pattern of aphasia may understand what other people say better than they can speak. They may struggle to get words out, speak in very short sentences and omit words. Functional communication is extremely limited. Each of the Hoenikker's has variations of this aphasia. Here, doctrines effect disordered thinking. Jonah, who ventures into writing a book on the Hoenikkers, is himself schizophrenic. Early in the novel he describes himself as feeling "bristly, diseased, cynical," and his soul seeming "as foul as smoke from burning cat fur" (20). When he attempts to put his thoughts in order to conduct his interviews, he says his mental health had not improved, he found that the public-relations centers of his brain had been suffocated by booze and burning cat fur and this disturbance continues. As a writer, Jonah has to stand for truth and

take the “sacred obligation to produce beauty and enlightenment and comfort at top speed” (166). But he ends up embracing the religion of Bokononism which advocates living in harmony with comforting lies called “foma” (136). He forgets his mission and is unconsciously drawn into exploring Bokononism. The nature of Jonah’s particular brand of schizophrenia is that his spiritual self, that affirmative voice that wants to tell the truth, is so effectively counterbalanced by the voice of futility that a kind of stasis results, reflected in “the cruel paradox of Bokononist thought” (63) about the heart-breaking necessity of lying about reality. So, the inactivity seems to be caused by the doctrine of Bokononism and there is the absence of presence of words of truth to communicate.

Jonah becomes immune to reality in the presence of Mona. To him she is the most heartbreakingly beautiful girl. He is thrilled, hilarious and most significantly “insane as he enjoys the catatonic, orgiastic rigidity of boko- maru with her - the kissing of souls by mingling the bottoms of their feet together” (65). Here catatonic symptoms not only involve a lack of movement but also communication that includes agitation and confusion. He is unable to differentiate the real from the unreal. Only after the storm has struck and after the death of nearly all by ice-nine and Mona’s suicide, does Jonah wake up to reality. Mona too ends up insane, as she does not cry at the sight of the death of thousands of Lorensians. On the other hand, she bursts into hysterical laughter. Jonah says: “I had never heard her laugh. Her laugh was startlingly deep and raw.... And she went strolling up among the petrified thousands, still laughing ... And still laughing a little, she touched her finger to the ground, straightened up, and touched the finger to her lips and died” (197).

Summation

Vonnegut’s portrayal of insanity bears different shades and proportion in each of his protagonists. Their reaction

and transfiguration at the end are distinct. Billy retreats permanently into schizophrenic isolation. Dwayne Hoover is institutionalized. Wilbur Swain regenerates. Eliot Rosewater embraces humanity. Wilbur and Eliza realize it is natural for all human beings to wish quick deaths for monsters. In *Breakfast of Champions*, Vonnegut purges the schizophrenic dilemma he had suffered.

Each character is an example of character disorder. Their behavior confirms a disturbed pathology. Besides this in all the novels of Vonnegut, there is collective neuroses as propounded by Carl Jung who suggests that the world is dissociated like a neurotic. Religion and politics sway the brains of the individuals who lose independent thinking and reacting. They are, as Karen Horney says, “... quite like the Zombies of Haitian lore-dead, but revived by witch craft: they can work and function like live persons but there is no life in them” (74). All the mass killings in wars, the mass suicides and the mass hysteria for technology, materialism and power are instances for collective neuroses. As Vonnegut observes in *Galapagos*, “there are still plenty of hallucinators today, people who respond passionately to all sorts of things which aren’t really going on” (160). This significantly allies with Freud’s contention that the whole of mankind suffers from neurosis in some form or the other. So, as every man has a grain of insanity in him, it is difficult to distinguish the sane from the insane. The major characters of Vonnegut’s fiction thus suffer from Expressive Aphasia, also known as Broca’s aphasia - partial loss of the ability to produce language, whether spoken or written. A person with expressive aphasia will exhibit effortful speech. The rest associated with the major characters, including the reader sometimes, suffer from Receptive Aphasia, also known as Wernicke’s aphasia - which is when someone is able to speak well and use long sentences, but what they say may not make sense. They have much trouble in understanding spoken language or impaired reading and writing.

Final Premise

Vonnegut says quite plainly in a 1980 speech to the Mental Health Association of New Jersey, in a lecture reproduced in his autobiographical collage, *Palm Sunday*. In his speech, Vonnegut explains to an audience largely of mental health workers that he had learned a lesson from his son Mark Vonnegut, whose battle with schizophrenia is recounted in Mark's 1975 book *The Eden Express: A Memoir of Insanity*. The lesson is that "society cannot be blamed" for an illness that is ultimately reducible to "an internal chemical catastrophe." However, factors contributing to such illness cannot be slighted. It is to be remembered that each one experiences aphasia at some moment or the other of one's lives. The causes may be trivial- when the internal equilibrium is threatened by external forces of daily eventual happenings, all are subjected to Aphasia consciously or unconsciously. The analysis thus demonstrates how the insights of communicative dysfunction caused by linguistic disorders can help to refocus the reading of any literary text toward a better understanding of the ways of human behaviour and embrace humanity in all its infirmities.

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History, Memory and Forgetting in Ismail Kadare's *The Palace of Dreams*

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Abstract

Hayden White, in his book *Metahistory* (1973), states that chroniclers set down events as they occurred without attaching any significance to them. It is historians that attach significance to each event according to their ideologies. However, chronicles are often drawn from memory. History, therefore, becomes dependent on memory which, as Susannah Radstone points out, is also selective in what it chooses to remember.

It may also be that the same history gives rise to different memories or, indeed, different historiographies. This is depicted in Ismail Kadare's novel *The Palace of Dreams* (1981). In the novel, the Quprili family have marginalised their Albanian ethnic identity and have accepted the role of significant contributors to Ottoman power at the centre of the empire.

The colonised Albanians, on the margin of the empire, refuse to accept Ottoman identity and use their oral tradition to sustain their native ethnicity. This oral tradition is also the reservoir of national memory. The Quprilis do not support Albanian independence as it would be detrimental to their adopted homeland. As a result, the Albanians have deleted the Quprilis from their epic tradition, thus 'forgetting' them.

Keywords: *Ismail Kadare, history, assimilation, collective memory, identity.*

Abstrakt

Hayden White, në librin e tij *Metahistory* (1973), thekson se kronistët i përcaktojnë ngjarjet ashtu siç kanë ndodhur pa u dhënë atyre ndonjë rëndësi. Janë historianët ata që i kushtojnë rëndësi secilës ngjarje sipas ideologjive të tyre. Megjithatë, kronikat shpesh nxirren nga kujtesa. Prandaj, historia bëhet e varur nga kujtesa, e cila, siç thekson Susannah Radstone, është gjithashtu selective në atë që zgjedh të kujtojë.

Mund të ndodhë gjithashtu që e njëjta histori të lindë kujtime të ndryshme ose, në të vërtetë, historio-grafi të ndryshme. Kjo përshkruhet në romanin e Ismail Kadaresë "Pallati I ëndrrave" (1981). Në roman, familja Quprili ka marginalizuar identitetin e tyre etnik shqiptar dhe ka pranuar rolin e kontribuesve të rëndësishëm të pushtetit osman në qendër të perandorisë.

Shqiptarët e kolonizuar, në margjinat e perandorisë, refuzojnë të pranojnë identitetin osman dhe përdorin traditën e tyre gojore për të mbështetur etninë e tyre amtare. Kjo traditë gojore është edhe rezervuari i kujtesës kombëtare. Quprilinjtë nuk e mbështesin pavarësinë e Shqipërisë pasi kjo do të ishte e dëmshme për atdheun e tyre të adoptuar. Si rrjedhojë, shqiptarët i kanë fshirë nga tradita e tyre epike Quprilinjtë, duke i "harruar".

Fjalë kyçe: *Ismail Kadare, histori, asimilim, memorie kolektive, identitet.*

INTRODUCTION

In *Metahistory: The Historical Imagination in Nineteenth-century Europe* (1973), Hayden White explains how the process of historiography creates a meaningful past. He writes that events of the past exist in chronicle form in primary sources. However, the writers of these chronicles simply set down the events as they happened as a matter of course. According to White, these chroniclers did not attach any meaning or significance to these events. It is historians who attach any significance depending on their ideologies and what story they want each event or series of events to tell. (6-7) The events which have occurred in the past do not have any inherent meaning of their own. Meaning is only attached to them when they are remembered, analysed and narrativised for the consumption of contemporary readers. However, there are no scientific rules for historians to follow when building a narrative. This leaves space for historians to write a history that is concurrent with their ideology. This room for interpretation means, unlike scientific fact, which historians like Arthur Marwick believe history to be, it is not unassailable as a grand narrative. ("Response" 237)

In his book, *Re-thinking History* (1991), Keith Jenkins states that, "History (historiography) is an inter-textual, linguistic construct." (9) It exists on the shelves of libraries and other archival locations. It can be found only in the work of historians. In the same book, Jenkins writes that we cannot claim to know and understand all of history simply because of the "sheer bulk of the past." Additionally, there is "no fundamentally correct 'text'" of history which can be cross-checked. Even if there are some sources or texts that are widely accepted as correct, they are still only texts. They are still someone's version of events. (14) Further, "[h]istory is never for itself, it is

always for someone." Jenkins writes that not only is history an individual's interpretation of the past, it is also writer for the writer's contemporary audience which, often, is a politically motivated audience. (21)

Different people remember in different ways depending on the socio-political forces acting upon them. It is not necessary that the past will be remembered exactly as it occurred. In "Reconceiving Binaries-The Limits of Memory" (2005), Susannah Radstone problematises the binary relationship between memory and the past and explains how memory is affected by socio-political forces. She refers to Raymond Williams' definition of 'mediation' in his book *Keywords* (1976). Williams refers to 'mediation' as an "active process" which is "direct and necessary." Essentially, whenever information is transmitted it undergoes mediation and based on the form of mediation the information transmitted is altered in different ways. Radstone then refers to Althusser's definition of the term 'articulation'. To Althusser, articulation consists of the relationships between discourses and their overarching ideological structures like religion or education as well as between the structures and discourses themselves. (134)

Based on the above definitions, Radstone suggests that "texts and practices" representing or inspired by memory have complex relations with the broader social contexts within which they are formed or created. Indeed, subsequent social contexts determine how they are perceived, rehashed and reiterated. In terms of these manifestations of memory, personal memory plays a very significant role but must only be seen as a mediator of the past rather than as a "direct reflection" of it. Memories mined from the depths of an individual's mind can often turn out to be false or indeed reinterpreted based on the individual's contemporary circumstances. (135) Therefore, both memory and history are vulnerable to the interventions of ideology and contemporary

circumstances of the historiographer as well as the writer of memoirs.

Ismail Kadare is one of Albania's most eminent writers who won the Man Booker International award in 2005. Kadare's use of myth, memory and alternate history to represent the turmoil his country had gone through and was still going through made him a literarily and politically important writer. He is a proponent of the Rilindja movement or the Albanian National Awakening. This means that he believes in an Albanian national identity based on the hypothesis that Albania, alongside Greece and Rome, was the birthplace of modern Western civilisation. Indeed, it is also a worldview that declares the Serbs and other Slavic people as foreigners who usurped land in the Balkan Peninsula. *The Palace of Dreams* – published in Albanian in 1981; translated into French in 1990, into English in 1993 – is one of his most significant novels. Set in a fictional Ottoman capital based on the Albanian capital of Tirana, the novel is an allegorical representation of Stalinist Albania under the dictatorship of Enver Hoxha. Taking a satirical look at the paranoia of the Hoxha dictatorship (1946-1985), it depicts a surveillance state mechanism in the form of the Tabir Sarrajl, or Palace of Dreams, which analyses citizens' dreams searching for weekly 'master dreams' which would likely provide significant information regarding the state of affairs in the Sultan's kingdom based on which further policy would be constructed. The fact that the citizens voluntarily submitted their dreams for examination shows the extent of control the state had over its citizens.

THE CONNECTION OF BLOOD – FAMILY AND ETHNICITY

At the heart of the novel is Mark-Alem, the scion of the illustrious Quprili family. The plot of the novel revolves around his exploits at the Palace of Dreams and the identity crises he and his family goes through as ethnic Albanians at the heart of the Ottoman capital. The Quprilis are assimilated Ottomans who wield considerable political power so much so that the Sultan sees them as a threat to his own authority.

Kadare draws on an entry in the Larousse encyclopaedia on the Koprulus as the source for his characters. The Quprilis of the novel and the real people they are based on are known to have been central to the power and prestige of the Ottoman Empire. (Morgan 367) That Kadare holds the oral epic tradition in great reverence is evidenced by the fact that the greatest threat to the Sultan from the Quprilis is an epic poem written about them in Bosniak. This poem raises the Quprilis to a position almost equivalent to the Sultan. However, Kadare has deliberately chosen the Bosniak language, which his characters also refer to as "Croatian" and "Serb", in order to make a clear ethnic distinction. The Albanian language is vastly different from other Balkan languages and, therefore, cannot easily be subsumed or suppressed. Hence, the Quprilis' choice to adopt an epic in the Bosniak language is a deliberate action to separate themselves from their ethnic origins.

The name of the Quprilis is also significant. It is another provocation towards the Sultan. "The family name, Quprili, which Mark-Alem inherits through his mother's line, is a translation of the Albanian word Ura (meaning 'bridge') into the Slavic Qyprija or Kuprija." (Morgan 367) The family has deliberately chosen to not change their name to the Turkish version which would be Koprulu. The name is a marker of the Quprilis' association with a bridge with three arches which was apparently built by one of their ancestors named Gjon. This bridge had a man immured in its foundations following Albanian sacrificial practices to prolong the life of the bridge. As the Quprilis are descended from Gjon, they are also stained by this blood which ensures their own continued existence. Mark-Alem believes that the sacrifice has also stained them with the guilt of murder. Now, obviously, this is a myth that has been passed down from generation to generation. The family's oral tradition maintains the link with the ethnic homeland an imagined community through the perpetuation of this myth. The homeland itself, however, has other ideas.

"Families...tend to remember that which

corresponds to the self-image and interests of the group.” (Erll 307) Since, the Quprilis were dependent on the Ottoman Empire for their power and prominence they are willing to make sacrifices by forgetting and silencing certain memories that may be inconvenient in their contemporary circumstances. There are suggestions in the novel that the Albanian epic tradition dismisses the existence of the Quprilis because of their cowardice. The Quprilis, however, see their actions as simply choosing power over ethnicity. In the novel, some rhapsodists from Albania are invited to sing their ballads at a family function of the Quprilis. These ballads do not make any mention of the Quprilis thus showing that the family, despite its prestige in the Ottoman centre, has been cut off by its homeland. Despite this, on hearing the ballads, the protagonist, Mark-Alem, feels a surge of patriotic feelings about his homeland. At the same time, it is a fear of these exact feelings that causes the Ottoman state to arrest and later execute Mark-Alem’s uncle Kurt – who, strangely, has a Germanic name. This is a fatal outcome of the clash between the two identities of the Quprilis. Clearly, while their old homeland has forgotten them, their new homeland refuses to forget their ethnic identity.

ASSIMILATION AND FORGETTING

The process of assimilation requires modification in behaviour, language, clothing and various other aspects of an individual’s characteristics. These require a significant amount of forgetting. That is to say many characteristics acceptable in the ethnic homeland are found to be unacceptable in the adopted homeland. However, the family is the first social framework we interact with and it determines to a great extent how we see the world and the people around us even when we do not share geographical locations. Maurice Halbwachs notes: “Our kin communicate to us our first notions about people and things.” (qtd. in Erll 305) Everything that Mark-Alem knows about his family is from his mother and uncles and from the various ancestral records in the family chronicle. Hence, most of his memories of his family and its past are in the form of heard and read memory. The

family ensured their Ottoman identity by prohibiting any identification with Albania even in private. Therefore, Mark-Alem’s lived experience is only that of the Ottoman state.

This is evident in his mistake that ultimately leads to his uncle’s execution. While working in the Interpretation department at the Tabir Sarraïl, he had come across a dream in which a bridge similar to the one from which his family derives its name appears. He completely oblivious to the symbolism of the dream and passes it on for re-interpretation. He realises later that his older uncle, the Vizier, had placed him in the Palace of Dreams so that he could intercept such dreams and protect his family. However, Mark-Alem’s assimilation into the Ottoman identity was so great that he failed to protect his family despite his position of leverage. This allegorically represents the inability of the Quprilis, despite being at the centre of power, to recognise the dangers posed to the Albanian nation and their inability to protect their homeland. Thus, Mark-Alem is the site of the struggle of the two identities – ethnicity and family. He would often recall the three-arched bridge built by his ancestor Gjon and the family myth of origin that grew around it. Yet, he fails to recognise the symbolism of the bridge in the fatal dream. During the performance of the rhapsodists mentioned earlier, Mark-Alem’s rush of patriotic feelings fills him with a desire to throw off the protection that the Turkish tag Alem gives him and replace it with Gjon or some such Albanian name. He wishes to also go back to the original Albanian surname of Ura. Despite this, Mark-Alem quietly accepts the execution of his favourite uncle while he is himself promoted to the head of the organisation responsible for it.

The Quprilis have marginalised their memory of Albanian identity and ethnicity. The Albanians at the margin of the Ottoman Empire have deleted their memory of the Quprilis who are proud of their history of success within the Ottoman Empire and use it to uphold their family identity. The Albanians, because of this very history, do not ‘remember’ them. However, the

marginalised memory of Albanian ethnicity is not dormant in the Quprilis and it attacks the centre of their memory framework. While alternative history or history from the margins (the rise of the Albanian National Awakening depicted in the novel as a wave of insomnia spreading across Albania) causes the state to rethink its position, become more inclusive or more aggressive, marginalised memory causes identity crises as we see in Mark-Alem.

CONCLUSION

The connection with the homeland is visceral and no amount of forgetting in the guise of assimilation will entirely snap it. However, the narrative may be different; both in terms of memory and history. The same history can produce different memories. When these narratives collide, identity crises are inevitable. The Quprilis' involvement with the Ottoman Empire forms a significant part of their family memory and identity. It is at the centre for them as they identify as Ottomans and subscribe to that collective identity or, as Benedict Anderson would say, that imagined community. Hence, their collective memory is that of the Ottoman Empire as a whole. They marginalise their ethnic identity and do not wish to possess Albanian collective memory or be part of the ethnic imagined community.

The Albanians on the margins of the Ottoman Empire do not wish to be part of the Ottoman imagined community as they give greater importance to their ethnic identity. They had expectations of support from the Quprilis in seeking independence but it never came. So the Quprilis lost the privilege of Albanian Ottoman identity. The removal of the Quprilis from Albanian national memory is part of the selective process of collective memory creation. Yet, the Quprilis have not been able to completely discard their Albanian memory and identity – either by design or by some unexplained compulsion – and hence find themselves in the precarious in-between position that migrants often find themselves in. They know Albanian independence would be detrimental to the Ottoman cause

to which they have contributed greatly and, therefore, do not support it, yet they refuse to fully assimilate by changing their family name to the Turkish version or give up the Bosniak epic dedicated to them. This is perhaps to maintain their influence and a certain dignified distance from the centre of Ottoman power. Mark-Alem's love for Albania is limited to learning about his homeland, being enthralled by the Albanian epic songs and fantasising about re-embracing his Albanian heritage. In fact, he is happy to gain more and more influence and power at the Tabir Sarraïl as the intellectual uprising in Albania blossoms into spring.

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An Analysis of D.H. Lawrence's novel *Lady Chatterley's Lover* from Freudian "Id, Ego, and Superego"

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Abstrakt:

D.H. Lawrence (1885-1930) është një nga shkrimtarët më të mëdhenj britanikë të shekullit të 20-të. Duke shkruar në shoqërinë Eduardiane, e cila vazhdoi të ndikojë nga zakonet strikte viktoriane, Lawrence u bë një romancier pionier në eksplorimin e temave të spontanitetit, vitalitetit, shëndetit emocional dhe seksualitetit, duke vënë theksin e tij në fuqinë e gjakut, ndjenjat instiktive dhe të pavetëdijshme mbi intelektualizmin dhe dijen. Në këtë drejtim, Lawrence ka një ngjashmëri të madhe me Frojden, teorinë psikoanalitike të të cilit ai pretendonte se nuk e kishte lexuar kurrë. Lawrence besonte se një civilizim i tepruar dhe një preokupim i pamatës për respektimin e diktateve të mendjes së vetëdijshme e të matur mund të zbuten nëse burrat dhe gratë gjenin përmbushje në dashuri. Ky punim kërkon të analizojë romanin *I Dashuri i Zonjës Chatterley* (1921) nga teoria frojdiane e personalitetit të idit, egos dhe superegos. Studimi fillon me një hyrje të shkurtër për të tri konceptet psikoanalitike. Më pas, analiza heton zbatimin e tyre në roman, duke nxjerrë në pah kërkimin e personazhit kryesor për unitetin e mendjes dhe trupit, kuptimin dhe lumturinë, pavarësisht kushteve sociale dhe përplasjes së vullnetit të saj me mjedisin

social-kulturor.

Fjalët kyçe: Id, ego, superego, dashuri, lumturi

Abstract:

D.H. Lawrence (1885-1930) is one of the major British writers of the 20th century. Writing in Edwardian society, which continued to be influenced by strict Victorian mores, Lawrence became a pioneer novelist in exploring themes about spontaneity, vitality, emotional health, and sexuality, by placing his emphasis on the power of the blood, instinctive and unconscious feelings over intellectualism and knowledge. In this regard, Lawrence bears a great resemblance to Freud, whose psychoanalytic theory he claimed to have never read. Lawrence believed that too much civilization, too much preoccupation about adhering to the dictates of the prudent conscious mind could be mitigated if men and women found fulfillment in love. This paper seeks to analyze the novel *Lady Chatterley's Lover* (1921) from Freudian personality theory of the id, ego, and superego. The study starts with a short introduction into the three psychoanalytic concepts. Then, the analysis probes their application into the novel, highlighting the main character's search for unity of mind and body, meaning and

happiness, despite social conditions and the clash of her will conflicting with the socio-cultural environment.

Key words: Id, ego, superego, love, happiness

Introduction

The objective of this paper is to highlight the importance of Freud's psychoanalytic theory for analyzing the novel *Lady Chatterley's Lover*, so as to better understand the major character's stance on love and reality, and the manner in which she evolves as a human being and finds fulfillment both in her private and public life.

Freud is recognized as the father of psychoanalysis, which places emphasis on the individual's unconscious thoughts, feelings, desires, and memories. Freud's psychoanalytic theory divides the structure of personality or the psyche into three elements: id, ego, and superego.

The id is the biological, instinctual and primitive aspect, which one is born with. Being selfish and irrational, it demands immediate satisfaction, as it is the case with a baby crying until its needs are met. Chaotic, impulsive, and guided by the pleasure principle throughout a person's life, the id tries to satisfy basic sexual and aggressive drives. Falling entirely under the unconscious, the id does not take logic or reality into account. If the needs are not gratified, they are repressed and come to cause anxiety, hostility and rebellion, making it hard for an individual to form healthy relationships in adulthood. In extreme cases, this might lead someone to engage in criminal activities. In his work *New Introductory Lectures on Psychoanalysis* (1933), Freud defined the id as:

[...] the dark, inaccessible part of our personality, what little we know of it we have learned from our study of the dreamwork, and, of course, the construction of neurotic symptoms and most of that is of a negative character, and can be described only as a

contrast to the ego. We approach the id with analogies: we call it a chaos, a cauldron full of seething excitations [...] It is filled with energy reaching it from the instincts, but it has no organization, produces no collective will, but only a striving to bring about the satisfaction of the instinctual needs subject to the observance of the pleasure principle. (105-6)

Freud further emphasizes that the id knows no judgment of values: no good and evil, no morality [...] Instinctual cathexes seeking discharge—that, in our view, is all there is in the id (107).

The ego emerges over the first three years of a child's life and is derivative of the id. In other words, it is the id influenced by the external world. Guided by the reality principle, the ego is rational, reasonable, and mostly conscious. As such, it regulates thoughts and behavior. Freud acknowledges that as the ego "attempts to mediate between id and reality, it is often obliged to cloak the [unconscious] commands of the id with its own preconscious rationalizations, to conceal the id's conflicts with reality, to profess [...] to be taking notice of reality even when the id has remained rigid and unyielding" (110). This way, the ego delays the id's immediate gratification, with a view to ensuring an effective functioning in a real social setting. To cope with the conflict arising between the id and superego, the ego, according to Freud, engages the defense mechanisms of repression, denial, projection, fantasy, rationalization, intellectualization, displacement, compensation, reaction formation, regression, and sublimation.

It should be stressed that current usage of the terms *ego* and *egotistic* mainly refers to self-esteem, while Freud meant only the conscious part of the brain. And what we imply by someone having a *big ego*, Freud would have used the phrase a *big id* instead.

Freud also rejected the idea of unity of

self that had been propagated by most philosophers, from Plato to Descartes. According to them, the individual had an essence and ego that equated to self or subject, as scholar Alex Watson emphasizes:

The self was regarded as the subject of both our mental and physical actions, that is, the thinker of our thoughts, experienter of our experiences, perceiver of our perceptions, feeler of our feelings, as well as the initiator of our physical actions, the agent. Combined with these two characteristics of being the essence and being a subject was the idea of being unitary, single, and undivided over time. Thus, the self can always be referred to by the word "I" even when the latter features in such diverse contexts as moral judgments, inner sensations, sense perceptions, intentions, or physical actions ("I deem that irresponsible," "I feel a pain," "I heard a bang," "I plan to retreat," "I kicked the ball"). [Web, par 8]

Freud believed that the individual is not a single unity that could answer the question "Who am I" or "What am I?" because he/she not for a single moment does remain identical. Furthermore, although the ego is linked to consciousness, the latter cannot fully control the id's expression of instincts.

The superego begins to emerge around the age of five. Operating on a conscious, preconscious, and unconscious level, it represents the morality principle and sets the standards for judgment and proper behavior. Placing emphasis on perfect conduct, the superego is also dubbed as [ego] ideal and entails feelings of guilt, shame, anxiety, and inferiority. Specifically, Freud developed the superego by combining the ego ideal with the "special psychical agency which performs the task of seeing that narcissistic satisfaction from the ego ideal is insured [...] what we call our 'conscience'" (On Metapsychology:1934, 89-90).The superego is the inner critic that imposes a hindrance to feelings and actions.

Materials and methods

This paper entails a qualitative approach to the analysis of the novel in question. To get a deep insight, materials from different sources, such as: books, journal articles, and internet resources were used. A complete and detailed analysis of the contents has been based on Freud's personality theory.

Results

Freud's psychoanalytic theory of the id, ego, and superego helps us better understand human personality, in general, and that of the novel's heroine, in particular, by highlighting the ongoing struggle for overall balance and fulfillment. Trapped with a husband unable to perform, the heroine of the novel, Connie, is plunged into a total physical and emotional void, with superego taking a toll on her. Eventually, the id takes over, and she initiates a fulfilling affair with Mellors, the gamekeeper, a rather aloof but sensitive, intelligent and noble spirit. The protagonist experiences an ongoing conflict of the id and superego, with the ego striving to maintain a balance between the two.

Discussion

Connie – also known as Lady Chatterley or Constance– a 27-year-old married woman seeks sexual fulfillment outside marriage because her husband, Clifford, a minor nobleman in Wragby, returns from the First World War crippled waist down. At the outset, Connie disregards her physical needs and urges, which concurs with the general mindset of the historical time the book portrays, in that the intellect and intellectualism were regarded way more important than the body. Due to her strong superego, Connie begins to feel lonely, isolated, desperate, unfit, and old.

Her body was going meaningless, going dull and opaque, so much insignificant substance. It made her feel immensely depressed and hopeless. What hope was there? She was old, old at twenty-seven, with no gleam and sparkle in the flesh. Old through neglect and

denial: yes, denial. Fashionable women kept their bodies bright, like delicate porcelain, by external attention. There was nothing inside the porcelain. -- But she was not even as bright as that. The mental life! Suddenly she hated it with a rushing fury, the swindle! (83)

Lady Bennerley, Clifford's outspoken aunt, stresses it backwards:

So long as you can forget your body you are happy. And the moment you begin to be aware of your body, you are wretched. So, if civilization is any good, it has to help us to forget our bodies, and then time passes happily without our knowing it. (88)

The problem with civilization is not that people think about their bodies too much but that they do not think about them enough. In this light, Lawrence depicts sex as something quite natural. The author conveys this idea by contrasting the life of the body with that of the mind. For example, Clifford totally favors the mental aspect over the physical one, telling Connie, in chapter 16, that "The life of the body [...] is just the life of animals [...] whatever God there is is slowly eliminating the guts and alimentary system from the human being, to evolve to a higher, more spiritual being (284). Connie, on the other hand, disapproves of his opinion by highlighting the invigorating power of sex, in her stating: "whatever God there is has at last wakened up in my guts, as you call them, and is rippling so happily there, like dawn" (284).

Sensuality of the body is essential to Connie, who experiences a sexual awakening with Mellors. In her previous experiences, she had considered coitus as the act of using someone for pleasure, which is also the case when she sleeps with Michaelis, an artist friend of her husband's. Connie does the same thing with Mellor, the gamekeeper – she waits for him to achieve his orgasm then think of hers. Mellors, the opposite of Clifford, symbolizes raw animal passion,

natural manhood, and untamed sexuality. Through him, Connie becomes vital again emotionally and physically speaking. It is the id taking over the moral constraints of superego and regulatory ego. In this context, in his work *A Difficulty in the Path of Psycho-Analysis* (1917), Freud states:

You over-estimated your strength when you thought you could treat your sexual instincts as you liked and could utterly ignore their intentions. The result is that they have rebelled and have taken their own obscure paths to escape this suppression; they have established their rights in a manner you cannot approve. (142)

Likewise, not equating the self to the ego, Freud emphasizes that the latter is limited by the id on the level of thought, too.

You feel sure that you are informed of all that goes on in your mind if it is of any importance at all, because in that case, you believe, your consciousness gives you news of it. And if you have had no information of something in your mind you confidently assume that it does not exist there. Indeed, you go so far as to regard what is "mental" as identical with what is "conscious"—that is, with what is known to you—in spite of the most obvious evidence that a great deal more must constantly be going on in your mind than can be known to your consciousness. Come, let yourself be taught something on this one point! What is in your mind does not coincide with what you are conscious of; whether something is going on in your mind and whether you hear of it, are two different things. In the ordinary way, I will admit, the intelligence which reaches your consciousness is enough for your needs; and you may cherish the illusion that you learn of all the more important things. But in some cases, as in that of an instinctual conflict such as I have described, your intelligence service breaks down and your will then extends no further than your knowledge. In every case, however, the news that reaches

your consciousness is incomplete and often not to be relied on. Often enough, too, it happens that you get news of events only when they are over and when you can no longer do anything to change them. Even if you are not ill, who can tell all that is stirring in your mind of which you know nothing or are falsely informed? You behave like an absolute ruler who is content with the information supplied him by his highest officials and never goes among the people to hear their voice. (142-143)

In this way, the ego is not equated with the self because it can only control the id sporadically and partially know the contents of its own mind.

Thoughts emerge suddenly without one's knowing where they come from, nor can one do anything to drive them away. These alien guests even seem to be more powerful than those which are at the ego's command. They resist all the well-proved measures of enforcement used by the will, remain unmoved by logical refutation, and are unaffected by the contradictory assertions of reality. (141-142)

At the beginning, her sense of self is poor, while feeling empty with Clifford and fighting her physical needs. On the other hand, she has no idea where her affair with Mellors will lead her to. Based upon tenderness, physical passion and mutual respect, their relationship develops gradually, with them learning more about the interrelation of the mind and the body. First and foremost, Connie's ego has to overcome feelings of shame, it being a cultural construct above all.

In the short summer night she learnt so much. She would have thought a woman would have died of shame. Instead of which, the shame died. Shame, which is fear; the deep organic shame, the old, old physical fear which crouches in the bodily roots of us, and can only be chased away by the sensual

fire, at last it was roused up and routed by the phallic hunt of the man, and she came to the very heart of the jungle of herself. She felt, now, she had come to the real bed-rock of her nature, and was essentially shameless. She was her sensual self, naked and unashamed. She felt a triumph, almost a vain glory. So! That was how it was! That was life! (299)

However, when Mellors' wife returns and denounces his infidelity, Connie's superego strikes back, making her feel ashamed and disapproving of him. "This was a nasty blow to Connie. Here she was, sure as life, coming in for her share of the lowness and dirt. She felt angry with him for not having got clear of a Bertha Coutts: nay, for ever having married her. Perhaps he had a certain hankering after lowness" (320).

With time, Connie begins to consider sex more than shame and disappointment. While feeling more and more emotionally attracted to him, Connie seeks reassurance and challenges Mellors to define his love. To Mellors, however, loving someone needs no declaration nor definition.

One element that often keeps them apart is related to class differences, as if Connie's superego is signaling her that this is wrong. She usually despises the lower classes, and has often reservations about Mellors coming from a working class.

And she now dreaded the thought that anybody would know about herself and the keeper. How unspeakably humiliating! She was weary, afraid, and felt a craving for utter respectability [...]. She was afraid, terrified of society and its unclean bite. She almost wished she could get rid of the child again, and be quite clear. In short, she fell into a state of funk (320).

Not later in the novel, though, Connie changes her stance on class differences, seeing that Mellors is not to be regarded inferior as an individual. "Yet, she saw at

once, he could go anywhere. He had a native breeding which was really much nicer than cut-to-pattern class thing (334). Mellors, in turn, a pessimistic person by nature believes in the power of man-woman connection to save humanity.

Anyhow I feel great groping white hands in the air, wanting to get hold of the throat of anybody who tries to live, to live beyond money, and squeeze the life out. There's a bad time coming [...] If things go on as they are, there's nothing lies in the future but death and destruction, for these industrial masses [...] But never mind. All the bad times that ever have been, haven't been able to blow the crocus out: nor even the love of women. (368-69)

Besides this, Mellors has the merit of restoring Connie's femininity. "She was gone, she was not, and she was born: a woman (210). Fully unleashing her id, Connie compares having sex with him to god, realizing that men are not hostile and repulsive but god-like and wonderful.

A man! The strange potency of manhood upon her! Her hands strayed over him, still a little afraid. Afraid of that strange, hostile, slightly repulsive thing that he had been to her, a man. And now she touched him, and it was the sons of god with the daughters of men. (211)

In this regard, Mellors is the total opposite of Clifford. The latter considers male's dependence on women normal. "A man needed support and comfort. A man needed to have an anchor in the safe world. A man needed a wife" (10).

Freud also differentiated between ego and ego-strength. Although the ego is often used to refer to someone that brags about, looks down upon others, and the like, the idea of the ego is neutral in itself. It entails a core sense of self that accentuates distinction and uniqueness of the individual. On the other hand, ego-strength refers to the

strength of our core sense of self, the extent to which we learn to face and grow from challenging events or persons in our lives in ways that strengthen our relationships with our self and others and enrich our lives with meaning.

A well-developed ego-strength is characteristic of an optimistic, confident and resilient person that can cope with challenges and difficulties. An individual with a weak ego-strength is not resilient and prefers to remain in his/her comfort zone, avoiding challenges and blaming the world for everything.

Connie's ego-strength at the beginning is underdeveloped with her being stuck in her comfort zone. Clifford, likewise, remains like this throughout the story. He strives to keep control of other people through his writing and industrial endeavors. Other than that, he feels useless. "He was at ease in the narrow great world, that is, landed aristocracy society, but he was shy and nervous of all that other big world which consists of the vast hordes of the middle and lower classes, and foreigners (7).

The novel ends with Mellors working on a farm, waiting for his divorce, and Connie, pregnant by him, living with her sister, also waiting: the hope exists that, in the end, they will be together. Connie's and Mellor's ego becomes strong enough, with them searching for a meaningful life despite difficulties arising from the difference in their status and surroundings.

Conclusion

Freud's id-ego-superego model remains relevant in psychoanalysis as a tool to understanding and explaining how people think and act. It is an artificial categorization that attempts to understand individual behaviors. In this context, this personality theory is essential to better understand the evolution of the protagonist's conduct in the novel *Lady Chatterley's Lover*.

Heavily influenced by the marital and social circumstances, Connie's superego, at the beginning of the story, is overwhelming at the expense of physical needs. As she becomes more assertive and independent, the ego manages to find a healthy balance between the instinctual drives and moral principles. In developing her ego-strength, Connie gradually overcomes her isolation, her frustration, so as to achieve individual independence and happiness.

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The impact of communism on literature and prose in the '80s

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Abstract

Literature in its entirety represents a whole system of works, which, being enriched with new works, remains constantly changing as a whole. The ten-year-period under consideration is a part of the mosaic of Albanian prose. The creativity of the authors of the '80s in poetry is worth analyzing as a multitude of interrelated profiles, as it comes as a result of a series of changes and developments in periods, which follow each other and can be seen as a bridge-period, in connection with earlier poetry and poetic phenomena as innovations, which took a complete turn after the 1980s. The purpose of the article is precisely to highlight the quantity and quality of the influence of the communist regime in the literature of the '80s to better understand the prose of those years from the historical and literary point of view. As a conclusion of this analysis, we can say that the literature of socialist realism functioned with talented authors and untalented authors, but it is difficult, if not impossible, to find different authors in this literature. The political conditions in Albania of those years made it impossible to publish and accept alternative literature from socialist realism. Meanwhile, in the poetics of literary discourse, some talented authors did not remain orthodox to the dogma of socialist realism, but this extends only to the immanent aspect of the text as a narrative structure. At the same time, in the

semantic plan, the non-revision of Albanian communism made it impossible for work was it not politically in coherence with the messages of power, ideology, which is also the essence of socialist realism.

Keywords: *prose, the 80s, Albanian authors, social realism, influence, literature, works.*

Abstrakt

Letërsia në tërësinë e saj përfaqëson një sistem të tërë veprash, i cili, duke u pasuruar me vepra të reja, ngelet vazhdimisht një tërësi e ndryshueshme. Dhjetëvjeçari i marrë në shqyrtim, është njëra pjesë e mozaikut të prozës shqipe. Krijmtaria e autorëve të viteve 80' në poezi vlen të analizohet si një shumësi profilesh të ndërlidhura njëra me tjetrën, pasi vjen si rezultat i një sërë ndryshimesh e zhvillimesh në periudha kohore, që ndjekin njëra-tjetrën dhe mund të shihet si një periudhë-urë, në lidhje me poezinë paraardhëse dhe fenomenet poetikë si risi, të cilat morën formë më të plotë pas viteve '80. Qëllimi i artikullit është pikërisht të evidentojë sasinë deri dikur dhe cilësinë e ndikimit të këtij regjimi në letërsinë e viteve 80', për të kuptuar më mirë prozën e atyre viteve në këndvështrimin historik dhe letrar. Si përfundim të kësaj analize, mund të themi se letërsia e realizmit socialist funksionoi me autorë të talentuar dhe me autorë të patalentuar, por është e vështirë, në mos po

e pamundur që të gjejmë autorë ndryshe në këtë letërsi. Kushtet politike në Shqipërinë e atyre viteve e bënin të pamundur botimin dhe recetimin e një letërsie alternative karshi realizmit socialist. Ndërkohë ka autorë të talentuar që në poetikën e diskursit letrar nuk mbetën ortodoksë ndaj dogmës së realizmit socialist, por kjo shtrihet vetëm në aspektin immanent të tekstit, si strukturim rrëfimor, ndërsa në planin semantik mosrevizionimi i komunizmit shqiptar e bënte të pamundur që një vepër të mos ishte politikisht në koherencë me kumtet e pushtetit, ideologjisë, që është edhe thelbi i realizmit socialist.

Fjalë kyçe: *proza, vitet 80', autorët shqiptarë, realizmi socialist, ndikim, letërsi, vepra.*

1. Introduction

The creativity of the authors of the '80s in poetry is worth analyzing as a multitude of interrelated profiles. A diachronic examination is inevitable in literary historiography. According to the researcher Dado (Dado, 2009), this has to do with an initial approach to studying the history and development of our literature. It is based on the interpretation of a work, or literary phenomenon as a historical category, not just seen in a chronological series of literary phenomena, but under the exact concept of diachronic analysis, which is understood as the determination of the factors that make poems perceived as new, in the dimensions of the realization of the meaning and the change of the creative principles with those of the previous authors. The other dimension, the synchronic one, as a cross-section that fixes a literary moment, would serve us to deepen in the stage of literary development, to better penetrate the literary structure of a particular moment, to give the hierarchy of values between works. Access to the two dimensions comes naturally intertwined. Genette thought that there was no gap between the diachronic and the synchronic dimension. According to the diachronic approach, the literary process is a historical development that allows us to

delve into the approach of the features of the poetic creations of the authors, for example of the '60s,' 70s with those of the '80s, to investigate the connections of continuity and exceptions simultaneously and to discover the successive and uninterrupted connections of the development of Albanian poetry as a continuously extended system. The synchronous approach will highlight the aesthetic values represented in the bed of poetic creativity of the '80s, making it possible for the general to be interpreted between the particular and the particular between the general. Discovering the connections between an individual poetic reality and a general value does not reduce the individual to the degree of a simple kind but instead gives meaning to it (Llotman, 2004). Care must be taken that all this does not take on the characteristics of something wanted but has the features of a natural literary phenomenon.¹

Literature in its entirety represents a whole system of works, which, being enriched with new works, remains a constantly changing whole. The ten-year-old under consideration is a part of the mosaic of Albanian poetry. It comes as a result of a series of changes and developments in periods, which follow each other and can be seen as a bridgeperiod, in relation to the previous poetry and poetic phenomena as innovations, which took a complete form after the years' 80. Regardless of the value of the external point of view, the moment we evaluate, compare, and divide individual factors in the works of poets, only the literary criterion can provide a satisfactory explanation in this regard. It would be a wrong approach to equate the meaning of the work only with historical and social reasons. The fact that the work will be based on the historiographical, chronological principle does not mean that they will constitute the only point of view on the issues that we will address. Referring to R. Qosja (Qosja, 2005), literature is studied historically, often not only to publish anonymous data but also to re-interpret

1 **Note:** For example, the group of poets: P.Zogaj, N.Papleka, N.Gjetja, R.Marku, H.Aliaj etj.

and re-evaluate old data from new aspects with new instruments and methods, while in the middle of our approach, we will have to restore history by maintaining the same laws but expanding interpretation (Dado, 2009). We will evaluate as factology many details of time, but we would be entirely against the determination that literature is only the offspring of freedom, or the coercion that systems bring, which can be violent or liberal, in terms of artistic creativity. Our well-known writer I. Kadare claims that historical facts, history, time with its features cannot stop literature from its usual development path (Ciko-Kelmendi, 2009).

In this context, this article seeks to research somewhat on the creativity of the '80s, which disproportionately brings us works by authors such as Kadare and brings us many other works by well-known authors and famous writers of the time with a dose of high impact of the time regime. So, the purpose of the analysis is precisely to highlight the quantity and quality of the influence of this regime in the literature of the '80s, to better understand the prose of those years in the historical and literary perspective.

2. The process of formation of socialist realism in the framework of literary creativity

The formation of socialist realism in literary creativity goes hand in hand with the crystallization of social consciousness "down" within the psychology of the masses and "up," with the strengthening of the ideological party institutes of the state. Endless discourses between artist circles in this plan, so competent is the new artistic unity as the "soc-realist method" that gained the status of state doctrine (Misiri, 2015). During this period, literary production was forced to conform to the rules of the official method of socialist realism, which led, for the most part, to literature deeply rooted in ideology, without true values (Gjika, N / A). Thus, Socialist realism in Albanian literature, in essence, took the form of a

dynamic canonism (Even-Zohar, 1990). This method was not imposed through texts but prevailed as an external model of literary rules and norms, which served as the basis for literary productions.

Socialist realism was a creative method of literature, applied first in the former Soviet Union and then more intensively throughout the former communist countries during the twentieth century. In 1936, the Soviet government implemented the undisputed total socio-realist method of all the arts in the USSR. Socialist realism became the predominant term in the science of Soviet literature and art sciences from the 1930s to mark the "fundamental approach" which "requires the artist to present the concrete historical truth of reality in his revolutionary development" (Even-Zohar, 1990: 22), so literature had to be created with the task of educating workers in the spirit of socialism.

The notion of aesthetic "realism" had to do with the definition of "socialist," which brought about the practice of subjugating literature and the arts to ideology. The demands for the use of the techniques of socialist realism actually became an obstacle, anxiety to stop the creativity that for years was avoided against the spiritual life of the people so that the writers created in their majority mediocre works of conformists who blew trumpets, which served propagandistic tendencies.

In addition to the literature published in Albania, there was also the literature of prisons and the literature of drawers (Gjika, n / a); creators who, due to political persecution, were deprived of publication but who had continued to write and publish their books in prose, poetry, dramaturgy, memoirs, etc. Among the most representative authors, we can mention Kasëm Trebeshina, Bilal Xhaferri, Bashkim Shehu, Fatos Lubonjë, Zef Zorba, etc. It must be said that this literature, due to the Stalinist regime in Albania, was impossible to communicate with the reader, so its publication and reception by the public began after the '90s.

If we were to compare the social realist literary production with the literature of prisons and drawers, we would result in some macro-sign opposition pairs formed by specifics, deriving from the categories militant author and meditative author: optimism/dilemma; a faithful reflection of reality/fantasy and imagination; enthusiasm/fatality; the hero, as a model of progress/individual, with question marks; affirmation of the communist ideal/search for the ideal; proletarian partisanship/philosophical speculation; moralization/personal freedom etc. However, in communist Albania, alternative literature never formed and appeared as artistic dissidence, with creative principles imposed, with a clear artistic opposition to socialist realism, with any elaborated treatise or aesthetic doctrine. In addition to the works of the drawers, it is worth mentioning the censored or banned works, which despite the coercive measures, did not remain utterly faithful to the socialist realization, so they did not remain hostage to dogma and therefore were banned and censored, for example: "Monster "I. Kadare," Tunnel "Dh. Xhuvani, "Brown spots" M. Jero, "Awakening of the depths," Xh. Spahiu et al. These and other works were banned or removed from circulation for blackening reality, formalism, extravagance, foreign influences, decadence, and ideological concessions. Some writers and poets were temporarily deprived of their right to creativity or were sentenced to imprisonment or exile for ideological reasons related to their creativity or life (S. Malëshova, K. Trebeshina, Dh. Xhuvani, V. Zhiti etc.).

3. Key dimensions of the communist regime's influence on the prose of the '80s

Despite this fact, in the history of literary thought of the former communist countries, the socialist realization has been considered for a long time as the highest and most advanced stage of the development of realism. The leading representative worldwide is considered the Bolshevik writer Maxim Gorky, with

the novel "Mother," although at the time of publication of this work, this term did not exist, and the canonical-doctrinal principles of the method were not defined. According to Maria Zalambar, the whole essence of socialist realism is summed up in Zhdanov's slogan at the first Congress of Soviet Writers: a constituent of literary creation, since the whole life of our party and the working class and their struggle lies in combining the hardest and strictest practical work with a maximum of heroism and truly magnificent perspectives" (Talabani, 2003: 131). This method was based on Marxist-Leninist ideology and philosophy. It was a method of political engagement of writers and artists in accordance with the ruling ideology, the communist ideology, and through it, the communist state exercised its total control over the creative processes in literature, arts, and culture.

The basic principles on which socialist realism was based were:

- proletarian partisanship and progressive spirit;
- social-class assessment of reality, events, and people;
- national character and popular spirit;
- socialist content and national form, positive hero, and revolutionary optimism (Gjika, n / a: 61).

In the late 1980s, realism became a literary and historical term. However, in the embryonic stage of many characteristics, soc-realism literature is defined as "heroic realism," "monumental," "social," "one-sided," and as a category "people" is the basic principle of a work of art where the mythologist looks in the mirror the rest of the medal. Socialist realism promoted schematism, political adaptation, solidarity with the ruling ideology, and the propaganda of the time. The literature and arts of socialist realism followed the political line and ideological principles, charging themselves with agitating roles (Gjika, n / a). The first tendencies for literature engaged politically and ideologically in accordance with the requirements of socialist realization in Albania arose during the Anti-Fascist

National Liberation War. A group of writers and artists who took an active part in the war and played a role in its press (F. Gjata, Sh. Musaraj, Ll. Siliqi, K. Jakova, etc.) embarked on the creative path as founders of socialist realism in Albania. Meanwhile, the writers of the 1930s (Dh. S. Shuteriqi, A. Varfi, A. Çaçi) joined this method very quickly. Schematic heroism, open ideological engagement, which characterize socialist realism, deeply affects Albanian literature.

Undoubtedly the factors of the prohibition of literature and its obstruction by the socialist method dictated by the politics of the time in the years 1949-1952 constituted paradoxical circumstances; when the terror started from the League of Albanian Writers with Malëshova, then Trebeshina and so on. At the time when this method ruled in most of the literature, in Albania, various authors faced it in their behavior. Thus, during the '50s, the new orientation in the field of Albanian literature, both at the thematic level and the methods of the creative threshold, undoubtedly put pressure on writers, first thematically in the echo of the victory of the National Liberation War. The actuality was mainly limited to black and white, even in the early 60s (Misiri, 2015: 96).

Art was suppressed, used in the worst way, and was a function of political propaganda, as some artists were presented violently as a cliché of socialist realism, where the best sense of civilization like the love and intimate world of humanity was violated. As freedom is struck, precisely when the thread of artistic creation becomes impossible to enter and cross the fence of socialist realism, it must be turned either into a megaphone to spread utopia and stupid themes which were to have a significant impact on the consciousness of the masses, or to camouflage in classical symbols of myths to survive authentic literature in the sense of what the writer wants, as Kadare did. The vast majority of Albanian literature, written and published within the state borders of Albania, was faithful to the principles of socialist realism, which brought propaganda

literature without authentic aesthetic and placard values. One of the peculiarities of the delivery of socialist realism in Albanian literature was that it continued to the end tightly bound to ideological dogmas and canons, unlike other former communist countries.

If in the countries of the Communist Bloc, especially after 1960, there was a revisionist political spirit, which was also transmitted in literature and art, Albania was the only former communist country where this did not happen. Consequently, Albanian literature modeled on socialist realism continued to be a faithful follower of the messages of power until the end. However, this literature with the respective authors should not be imagined as a worthless monolithic block because in this period, the Albanian literature, especially in the 1960s onwards, and especially in the long prose, the novel, is enriched with works of high level that remain of importance to this day.

Various authors weaved the thread of prose in Albania such as Dritëro Agolli, Dhimitër Xhuvani, Ali Abdihojha, Skënder Drini, Sabri Godo, Vath Koreshi, etc., while at the head of the poetic lyrics were Fatos Arapi, Ismail Kadare, and Dritëro Agolli, as a young man generation of talented poets. In this context, it should be mentioned that there were writers like Petro Marko, who, in 1958 when he published his look at the novel "Hasta la Vista," brought a different perspective to the Albanian novel and original sensitivity to the look of characters in his novels that penalized him as a writer (Egypt, 2015). Sometimes writers were heroes, somewhat justified for what they did because the dictatorship did not leave many choices, but the worst was the silence or rejection of the artistic creation of Albanian writers because the writer is like a prophet who endures the pain of saying the words of truth, as the Promethean myth is transmitted to all generations since antiquity.

This false philosophy of life, also represented in literature and surviving by easing socialist censorship, always created models in the cause-and-effect relations of

the structure (Misiri, 2015), in the function of the dynamic structure of movements within it as an expression of a controversial religion, a religion of becoming a martyr, extremism in sacrifice, because even though all Albanians became atheists, they had to believe in the labor party and die for the masses at work. All life experiences, the reflection of social consciousness, where they felt the positive values of the heroes, artistically expressed gave the configuration in the understanding of life. The critical, theoretical, and aesthetic thought of that time, as well as limited the line of Albanian novels based on the principle of ideas, characters, conflicts, forms the composition, narrative flow, stylistic and linguistic characteristics, in detail, comprehensive to soc-realist methods.

However, criticism of the time of socialist realism in Albania was not absent; it served as a censorship mechanism based on a semi-pragmatic platform of socialist realism and articles in the newspapers of the time, the most discussed novels about the development of a large industry reflected in the behavior of the working class and the positive hero, the bravest should not be afraid of death. In all the novels, the heroic force appeared in superlative form, to sacrifice his life for others, it has to do with building the industry of the Albanian country.

The literature of socialist realism has presented Albanian society better than in reality, given the work as novels and stories of Dhimitër Xhuvani, some of the stories of Anastas Kondo (Misiri, 2015). There were also monuments epic works that dealt specifically with the various Albanian history who ran between the two world wars, a choice to escape, like Jakov Xoxa.

It is worth mentioning what choice Lasgush Poradeci made. This great poet was silent with the inspiration that broke in his chest. However, if we read Poradeci today, our senses will be alive and unwashed by the folly of socialist realism in a matter as aesthetic, as well as the criteria of appreciation for it recognizing our ideals and dreams and

through them the goals, existential and morals of human society in general.

The writer's salvation due to myths and symbols from Hesiod, Homer, to Ali Podrimja, Kasem Trebeshina, Konica, Migjeni to Kadare studies of literary criticism has focused on the thematic and conceptual plan of myth, the presence of myth as a contribution significant for promoting the philosophy of life. Literary studies are distinguished from the system of knowledge, and literary theories, the most advanced scientific methods, the author's construction makes creative logic through their fabrications, so they construct their myth, which may be true or false. The phenomenon varies from the origin of the meaning of myths and mythology to reach the problems of modernity and postmodernism in the literature (Dado, 2010).

The author is always with his presence, the subject, and the object of his fiction, showing his subjective feelings and views, always aiming to draw the first plan himself. His id at war with his ego goes beyond the desire to create something else, perhaps an image we have never encountered before. Mystification begins here. The author says it is a deed, and believing or not constructing his myth makes his deed immortal after torturing the idea of whether it is worth it or not. It is in human nature to seek immortality. Life and death, being mortal and eternity, are the existential dichotomies of the author. Thus, the reference to Albanian authors in most of their work has served something utilitarian, be it an idea such as homeland, language, collective essence, ideology, doctrine, ethnicity, etc.

The Albanian author learned to be a social activist, a fighter, prisoner, liberator, or censor, or censored, persecutor and persecuted, anti-fascist, anti-communist, cynical, aggressive, peaceful, indifferent, dissatisfied. It may have been misunderstood, misinterpreted indefinitely, but the author in Albania was a conductor of a religion evoking the surprise that a beautiful life has never happened before in capitalist society, and if not, he would be

anathema (Misiri, 2015).

Albanian authors with their further creations, such as I. Kadare, D. Agolli, etc., who consolidated the traditional Albanian poetics of the novel, creating types of novel, according to the polyphony of voices made the typology the best novel in a literature national by introducing a fable as the basis on which the character was placed in a prototype of his time, but referring to the opinion of Agron Tufa the ancient people who created myths, did not call it fantasy they believed them, so it was the idea of Albanian authors to create a myth of another living, a Narcissus mirror and to make themselves proud. It can be illustrated precisely by the actions and feelings and thoughts of the characters and somehow has nothing to do with art, not with sense, but with something educational and civic literary.

The novels, of the most realistic physical and spiritual characters, confirmed an internal study of the virtues of sacrifice, no more, though the immediate need to unfold the retrospective thought of tradition was clear, and whether Gerard Genette regarded literature as the art of artistic criticism seems to be a reasoned judgment of this discourse. Let us then decide how it is sometimes used to re-evaluate this kind of literature because it contradicts the author and the reader who often imposes the author according to echo who sometimes behave as lazy, hypocritical, and superficial, and at the same time see the author as the embodiment of taste, and his varies.

4. The primary metaphors of totalitarian discourse

Some of the primary metaphors of totalitarian discourse listed by the scholar A. Vehbiu (Vehbiu, 2007) are easily verifiable in the literature produced in this period:

α. The siege metaphor according to which the Albanian people for centuries had to face a fight for life or death with the external and internal enemy, consistently winning. One of the most illustrative examples of this metaphor is the novel "The Castle" by Ismail Kadare.

β. The image of the enemy, this metaphor occupies a central place in totalitarian ideology and mythology, which is strongly transmitted and cultivated even in literature. It can be said that almost exclusively in all Albanian social realist literature, the figure of the enemy was accompanied by a negative emotional charge; he was always savage, ruthless, bloodthirsty, cruel, bloodthirsty, etc. An exceptional case is this figure in some works of Petro Marcos, where he appears in more humanized forms ("The Last City," "The Night of Ustika").

χ. The positive hero was always the antipode of the enemy, the representative of the healthy socialist society and thus of invincible Albania. It had an ideological, didactic, and literary function (Kuçuku, 2019). A good part of the literary texts of poetry and prose was dedicated to the cult of youth in actions for the construction of railways, of voluntary brigades. This literature in complete coherence with the party line was functionalized in the creation of the cult of the young man whose blood boiled in the veins, who worked day and night for the construction of socialism.

δ. Building the cult of the leader, respectively Enver Hoxha, was a permanent task of Albanian literature. Many texts are dedicated to the figure of Hoxha as a far-sighted and eternal leader.

ε. The sick and decadent figure of the micro-bourgeois intellectual is often present in the literary works of the communist period (Gjika, n / a). On the pages of books, the figure of the intellectual would be presented as a lonely individualist, with sick sedation, influenced by bourgeois morality and foreign performances (Shala, 2009).

Engaged poems, written by the most talented writers of this period: "Eagles fly high" or "Industrial Dream" (Ismail Kadare), "Mother Albania," "Devoll, Devoll," "Poem for father and myself" (Dritëro Agolli); "Bloody alarms," "Towards hundreds of centuries we

go" (Fatos Arapi) and many other authors.

5. Reflecting the influences of socialist realism after the '80s

As we know, after the '90, through talented writers, all over Europe, Albanian literature began to penetrate the souls and sensibilities of Albanian creative literature, as Konica, Koliqi, Kuteli, etc. recorded some of the highest peaks of Albanian literature, types, and genres, such as epics, literary criticism, etc. Created for both Albanian and foreign readers, writers continue to give us a complete encyclopedia of Albania and its people.

A mosaic of history and culture, language and literature, spirituality and psychology of the Albanians of the world, with extensive information and in-depth knowledge, harmonizing scientific objectivity with an entertaining account of the author highlights the individuality and nature of the Albanian people in the Balkan and European context (Pringle, n / a; Velaj, 2012). Now gathering everyone in books with drawers, we assume that the creative inspiration did not stop immediately by establishing the communist rule; outside Albania, Kuteli continued to be a natural continuation of the war by publishing literature whenever censorship was forgotten (Misiri, 2015).

The novel of the Albanian literature, which flourished between the 60s and 90s of the twentieth century, explained the social, cultural, educational process, in the eyes of the political ideology of that time, etc., but at the same time left the space empty for the readers desires in a subconscious world of a writer who indeed discovers what a reader needs. Being a writer in Albania during the '50s and 90s had much pain, self-sacrifice, and a genuinely prophetic prediction. Some could have been real writers because only they could feel that freedom was near, they do not make any compromise in their act of creation; their freedom and creative spirit was already summed up in hidden parts of their unconscious as dreams exist and communicate with us silently within the walls, where there is the only noise of their

pen. Placing within the myths that someone created was much more than the trumpets of the applause propaganda that realists today are experiencing the death of their pseudo-artistic creativity, the death of what they had considered genuine literature. For such writer's freedom came to punish their fabrications. The need for an inner life, to develop cultural and political and the creation of idealism, and to be national remain ideas over whether European models and few Albanians to cross borders that often lead to isolation. The young "Albanologists" today (Misiri, 2015) are trying to bring social, ideological arguments to attack the Albanian language and its antiquity, Skanderbeg and its history in the name of waste thought. After emphasizing some problems of literature in Albania, they were not in balance, but today, Europe and the fascination with harmony finds the majority of Albanians, convinced that the nation appears in beliefs, here it is found in accordance with the best literary thought. There are not only a few masters to write Albanian literature, which is all historical consciousness bent and nurtured to give Albanians and the whole planet a height in art and values. This deep awareness of national history gave this sound the prophetic voice of a spokesman defending his tribe in the depths of the most visible and hidden depths.

6. Conclusion

Identity issues are a phenomenon related to the process of modernization of society itself. In this process, the Albanian writer should be the first intellectual, feeling lucky for his identity and building his myth in the wake of the beautiful fabrications of this country, of its disagreement in literary terms match the fate of the nation in its crucial historical moments. As a conclusion of this analysis, we can say that the literature of socialist realism functioned with talented authors and untalented authors, but it is difficult, if not impossible, to find authors that truly stand out in this literature. The political conditions in the Albanian communist republic of those years made it impossible

TEACHING PRACTICES AND METHODOLOGY

Teaching a foreign language for special purposes

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Abstrakt

Ne duhet të bëjmë të qartë që në fillim objektivin tonë rreth aftësisë për të përdorur gjuhën sipas nevojave tona.

Në fakt, ne u mësojmë italisht studentëve të infermierisë të vitit të parë Bachelor dhe në përgjithësi ata kanë nevojë për kompetenca gjuhësore për qëllime profesionale. Këta studentë kanë nevojë të zhvillojnë aftësi për të kryer punë që përfshijnë përdorime të specializuara të gjuhës dhe në të njëjtën kohë kompetenca që i lejojnë ata të ndërveprojnë në situatat e përditshme. Mjafton të mendojmë profesionin e infermierit, i cili kërkon një fjalor të pasur në lidhje me materialet që do të përdoren, teknikat dhe mjetet për kryerjen e vizitave dhe operacioneve të llojeve të ndryshme, por edhe të kuptuarit e teksteve me udhëzimet e përdorimit, fletë udhëzuesit e ilaçeve ose përshkrimet e sëmundjeve të ndryshme nga mjekët për pacientët e shtruar në spital.

Ne propozojmë mësimë në gjuhë të huaj për të përmbushur plotësisht metodat e tyre shprehëse të komunikimit të specializuar, duke i dhënë studentit mundësinë për të zgjeruar, konsoliduar dhe mbështetur zhvillimin e kompetencës së tyre gjuhësore-komunikuese në kohë.

Rruga që kemi ndjekur është një qasje e përzier: qasje deduktive sipas përvojës tradicionale dhe qasje induktive. Qasja

e fundit u mundëson studentëve të përvetësojnë rregullat gramatikore dhe leksikore duke u nisur nga tekstet, duke fituar autonomi dhe aftësi më të mëdha, që rezultojnë të jenë shumë të dobishme në kuadrin e të mësuarit të përhershëm.

Fjalët kyçe: kompetenca gjuhësore, studentë të infermierisë, qëllime profesionale, rregulla gramatikore.

Abstract

First of all we need to make clear our objective about the ability to use language according to our needs. In fact, we teach Italian to nursing students of the first year Bachelor and in general they need language competencies for professional purposes. These students need to develop skills to perform work tasks involving specialized uses of the language at the same time competences that allow them to interact in everyday situations. Consider the profession of the nurse which requires knowledge of the vocabulary relating to the materials to be used, the techniques and tools for carrying out visits and operations of various kinds, but also the understanding of texts with instructions of use, package leaflets for medicines or descriptions of various diseases by doctors for hospitalized patients.

We propose foreign language units to fully

satisfy their expressive methods of specialist communication, providing the student with the opportunity to expand, consolidate and support the development of their linguistic-communicative competence over time.

The type of path outlined is a mixed approach: deductive approach according to a traditional experience and inductive approach. The last approach allows the student to appropriate the grammatical and lexical rules starting from the texts, acquiring greater autonomy and skills that prove to be very useful in the context of lifelong learning.

Keywords: language competencies, nursing students, professional purposes, grammatical rules.

Introduction

In the last years a lot of efforts are made to enhance the quality of science education. The interest of researchers is constantly increasing in this area. The globalization in general and the elimination of borders in Europe in special, with the consequent intensification of the mobility of people and goods, has brought out the need to study languages for professional purposes. The need to move in different countries for work or study has increased the interest in foreign languages by different social categories with different professional backgrounds.

Scientific languages are considered a category of subcodes, which compared to the base code are endowed with particular traits, mostly attributed to the lexicon. The scientific vocabulary is well defined from a formal and semantic point of view, which means that the terms are unique and the meaning of the words is detached from the communicative situation. Verbs are reduced in terms of tenses, moods and persons: mostly the present active and passive are used because it has an observational and descriptive function (Dardano 1994: 498).

The linguist Michele Cortelazzo (1994: 14) proposes the following definition to delimit the meaning of the term special languages:

Special language means a functional variety

of a natural language, dependent on a sector of knowledge or on a specialized sphere of activity, used, in its entirety, by a group of speakers smaller than the totality of speakers whose language, that is the special one is a variety, to satisfy the needs (primarily the referential ones) of that specialist sector.

«The structure of each sublanguage, formulated by its grammar, is suitably different from that of the whole language» (Harris, 1995: 52). Teaching a special language as we said above implies confronting the main characteristic of this type of code: the specificity of the lexicon. In the case of the special language of medicine it takes a double value, because the lexicon of this particular sector of science has a rich terminology and extremely opaque lexemes (Serianni, 2005).

Most terms used in medical terminology are derived from classical languages. Greek and Latin are still the basis for medical terminology (Mc Morrow 1998, 14) because they are precise and internationally comprehensible (Berghammer 2006, 40). Despite the interference of English, Latin still remains the fulcrum of the medical-scientific lexicon today. The words, phrases and verbs of the Latin language are part of the cultural background of many languages. In fact, much of the medical terminology to indicate diagnoses, pathologies, pharmacology, anatomical parts, is directly derived from Latin. Italian is the closest national language to Latin. It is geographically and linguistically the closest successor of Latin.

We have to confess that medicine and science in general uses one *lingua franca*¹

¹ The English language, with scientific and professional development, is no longer a foreign language for other nations, but it has become a mother tongue, it is *lingua franca*, which used to be Latin once upon a time. English has become the *lingua franca* of medicine and most scientific fields since 95% of medical papers come from English speaking countries. Pilegaard, M. (2000). "Introduction", in: *Hermes-Journal of Language and*

but speaks with many tongues. We teach Italian to nursing students of the first year Bachelor for which Italian and Latin enter in the subjects of their own curriculum. The course aims at providing to the students the **scientific terminology** to speak and to understand **specific texts**. The course is supposed for all students who have an intermediate level of Italian language, but the most serious problem that we encounter is the heterogeneous linguistic level of the group. Among students we have even absolute beginners, or in another words, those who have never studied the Italian language before, thus, to teach medical Italian to nursing students isn't a simple task, but in spite of that we have achieved good results. This happens because the majority of them know professional concepts and they want to learn how to use Italian, acquire language skills that allow them to code e decode already known concepts.

In a way we have clarified our thesis about «the ability to use language, to do with language the kind of things one needs or wants to do with it» (Van Ek, 1975: 23). In fact the students of this course study medical Italian language for professional purposes and they need to develop a range of skills to manage interactions and carrying out linguistic tasks in working environment. In such circumstances we are mostly concentrated to the development of linguistic skills in medical field and the acquisition of knowledge and language acquaintance of medical terminology

These future professionals will operate in different economic sectors and study Italian to communicate with colleagues, partners or Italian customers. Consider the profession of the nurse which requires knowledge of the vocabulary relating to the materials to be used, the techniques and tools for carrying out visits and operations of various kinds, but also the understanding of texts with instructions for use, package leaflet of the medicines or descriptions of different diseases by doctors for hospitalized patients.

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Material and medhods

The creation of specialized linguistic competence is a process of methodical and lexical-grammatical adaptation of the students to academic communication. To effectively implement this process, we apply a flexible communicative model focused on the three main objectives of teaching

- 1- effective theoretical communication in an academic environment
- 2- effective practical communication in a virtual clinical environment
- 3- effective teacher- student communication.

Linguistic competence requires from communicators to comply with the rules of the language in order to produce grammatically correct statements. Canale defines linguistic competence as the knowledge of linguistic units at different levels, the rules for their combination and their use in speech acts (Canale 1983:17). Learning the initial rules help the students to create phrases and sentences and understand them.

The type of path outlined is a mixed approach: deductive approach according to a traditional experience and inductive approach. The last approach allows the student to appropriate the grammatical and lexical rules starting from the texts, acquiring greater autonomy and skills that prove to be very useful in the context of lifelong learning. The mode of presentation of the rules follows an inductive type: starting from an input text, the student is stimulated to observe the elements and derive the operating rule, and then reuse them independently. Great Attention is given to the students, on their actual learning. Our goal is a **pragmatic-communicative one**, focused on effective learning and harmonious development of the four language skills. To realize this we make use of Italian language exclusively as a vehicle of communication, because we believe that this is the best way to learn a language.

Since the field of the **Italian for medicine** is extremely wide, the teacher plan in advance

the program to be focused on according to the student's needs, choosing topics of their interest. Topics that may be discussed during the course are:

- Human anatomy
- The nervous system
- Pathology
- Pharmacy
- Principle and practice of medical aid.
- Trauma

The selection of texts is very important, they are authentic ones taken from university manuals² and internet resources related to medical life. It cannot be just a pretext to introduce grammatical structures, but it must be the language in use in its complexity. We believe that, by using and analyzing texts in a meaningful way and reflecting on the potential and possible interpretations of the texts, the foreign language is learned as a language in use and in movement. For example when we want to teach the different parts of the human body (respiratory system, digestive system etc.) we choose the appropriate text to which the grammatical concept is also related. The inductive approach, in this case allows the student to learn the rule starting from the text. Talking about definite articles in Italian we explain that, articles are more than just simple words before the nouns. They identify the genre and the number of the nouns and are essential in order to recognize irregular nouns. They can be masculine or feminine, singular or plural. When a word begins with "Il", as "il cuore" (the heart) it means that it belongs to singular, masculine group of words, and when it begins with "La", as, "la testa" (the head) it's feminine. If the word has a plural form, then it begins with "Le" "le teste" (the heads) if it refers to a feminine noun, and either with "Gli" or "I" if it's a masculine word, so "il piede" becomes "i piedi".

When we are talking about Italian verbs we explain that there are three patterns of

² One of them is Donatella Troncarelli, *Dica* 33. *Il linguaggio della medicina*, Bonacci, 1994

conjugation, following the infinitive forms: -**ARE**, -**ERE**, -**IRE**.

Results and Discussion

In the case of teaching a foreign language for special purposes a great attention is paid to the needs of learners. The students of nursing course, in fact, need morphological, syntactic and lexical training connected to the professional sphere of medical activities. In such a context it is the tasks, activities and texts that the student must learn to carry out and manage, that guide the didactic action, determining the choices on a methodological level, the skills to be developed, the operational solutions to be adopted. Such activities are organized by the teacher, who becomes the central figure of the didactic action. Our groups don't have the same linguistic competence, some of them are beginners so we are obliged to introduce even grammatical concepts.

Our lessons are principally based on spoken communication, but also deal with the more formal aspects of the language (vocabulary and grammar). Our lessons include hours dedicated to grammar and hours dedicated to conversation. Both the grammar lessons and the vocabulary or communication lessons have an organization aimed at homogeneous progress and are structured in such a way as to develop the four language skills simultaneously and harmoniously from the beginning of the semester up to the end. The grammar lessons aim to clearly, directly and precisely explain the rules of the Italian language. We believe that it is essential to start from a solid grammatical basis to achieve the set goals and progress in the shortest possible time. In order to understand better and in short time the grammatical concept, we try to facilitate as much as possible. For instance when we explain definite article, we proceed saying that:

The singular definite masculine article has three forms:

il for words that begin with a consonant;
The body (Il corpo); The foot (Il piede);

I' for words that begin with a vowel; the abdomen (*l'addome*);

lo for words that begin with s + consonant, z, ps, gn, y. the stomach (*lo stomaco*); The plural forms are: **il- i**; **lo, l'- gli**. The feet (*I piedi*); the lungs (*I polmoni*); stomachs (*gli stomaci*);

The singular feminine article has two forms:

la for words that begin with a consonant; The leg (*La gamba*); The hand (*La mano*); The head (*La testa*);

I' for words that begin with a vowel; (*L'anatomia*); and one for the plural, **le**. The legs (*Le gambe*); The hands (*Le mani*); (*Le anatomie*).

When we want to extend the grammatical concept of verbs we add that regular verbs have always the same stem, but most of the Italian verbs are irregular, which means that they use more stems, according to their Latin origin. For ex. the verb to go (*andare*) has the following stems: *and-*, *v-*, *vad-*. The Italian verbs are divided in two classes: **simple tenses** (one word in the active form, two words in the passive form) or **compound tenses** (two words in the active form, three words in the passive form). The compound tenses are built with the auxiliary verb of the corresponding simple tense + the past participle. In the active form, the transitive verbs use the auxiliary to have (*avere*), while the intransitive ones the auxiliary to be (*essere*). Verbs meaning movement also require the auxiliary *essere*: to go (*andare*); to come (*venire*); etc.): *io sono andato/a*, I went: *io sono venuto/a*, I came.

With such specific activities we have a concrete goal which is the acquisition of language structures and their functioning. In addition we continue with oral and written text comprehension exercises of the type T/F, filling spaces, *role playing* and *role making* and open questions or some more playful exercises such as crosswords or anagrams. we provide even photocopies of the relevant common root words, prefixes, and suffixes for our students.

At the center of linguistic reflection is the lexicon. It is made up of additional signs compared to those that are part of the common language, because it must meet the denomination requirements required by the sector of medicine. On a morphological level, medical Italian like other special languages is characterized by a large use of derivation and composition mechanisms that allow not only to derive nouns from verbs or adjectives to create nominal structures, but also to create a great number of terms starting from a limited number of elements, using the structural possibilities offered by the language. It is through the use of derivatives and compounds that the vocabulary of the special language itself enriches more (Gualdo, Telve 2011).

Medical terms can contain a prefix, root word, a combining vowel and a suffix. Medical terms describe medical aspects and diseases. The meanings of medical terms change with different beginnings and endings. The rules that specify how the multitude of roots, prefixes, and suffixes can be combined are generally based in Latin. In Germanic languages such as the German, Dutch and Scandinavian ones, anatomical terms and disease names are often imported directly with their correct Latin endings, e.g. *nervus musculocutaneus* and *ulcus ventriculi*, whereas the same terms in Romance languages are usually 'naturalized' according to the norms of each particular language, e.g. *le nerf musculo-cutané* and *ulcère gastrique* in French, and *il nervo musculocutaneo* and *ulcera gastrica* in Italian. (Wuff 2004). Medical terms are usually created using root words with prefixes and suffixes for example, "bradycardia" means slow heart rate. In this case, the three parts of this term are: brady - card - ia. The prefix is "brady" which means "slow". The suffix is "ia" which is translated to "a condition or state". So, the meaning is "slow heart rate". Another example is "electrocardiograma". In this case, the parts are: electr - o - cardi -o -grama. Electr (electricity), o (vowel), cardio (heart), grama (suffix meaning record). So, the result is a medical term which means "the record of the

electricity in the heart". While proficiency in Latin is not required to learn medical terminology, it is certainly useful to grasp the nuances of the medical terms. However, more important than learning Latin, is learning common root words, prefixes, and suffixes. Each time that we introduce a new term, we analyze its prefixes, suffixes and roots. With this, students develop analytical skills and understand the structure of language much better if they are actively engaged in studying root words. This small group of prefixes and suffixes help so much in the interpretation of a large number of medical terms.

Some medical prefixes for numbers:

Bi- two, double; bicuspid (bicuspid) having two cusps or points.

Hemi- half; hemiplegia (emiplegia) paralysis of one side [half] of the body.

Primi- first; primigravida (primigravida) a woman who is pregnant for the first time.

Tetra- four; tetraplegia (tetraplegia) paralysis of both arms and both legs.

Tri- three; triceps (tricipiti) a muscle with three heads.

Prefixes denoting position/and direction

Ante - Before, in front; antecubital (antecubitale) the space in front of the elbow.

Dia - through; diagnosis (diagnosi) knowledge through testing.

Endo-within; endocervical (endocervicale) pertaining to the inner lining of the cervix.

Epi- upon, over; epigastric (epigastrico) upon the stomach.

Extra- beyond, outside; extrahepatic (extraepatico) outside of the liver.

In- in, inside, within; intubate (intubare) to insert a tube inside [into] an organ or body cavity.

Inter- between; intercostal (intercostale) between the ribs.

Meso- middle; mesoderm (mesoderma) the middle of the three layers of the skin.

Pre- before, in front; precordial (precordiale) the region "of the chest wall" in front of the heart.

Pro- before; prognosis (prognosi) knowledge before.

Retro- backward, behind; retroflexion (retroflessione) an abnormal position of an organ in which the organ is tilted backward.

Sub- under, below; sublingual (sublinguale) under the tongue.

Noun suffixes

Aisanounending; cyanoderma (cianoderma) skin with a bluish discoloration.

Emia- blood condition; hyperglycemia (iperglicemia) high blood sugar.

Ia- condition; paraplegia (paraplegia) condition of paralysis of the lower half of the body.

Iatra- medical profession; pediatrician (pediatra) a medical practitioner specializing in children and their diseases.

Ista- practitioner; pharmacist (farmacista) practitioner who prepares/dispenses drugs/ medications

Adjective suffixes

Co- pertaining to cardiac (cardiaco) pertaining to the heart.

Ale- pertaining to duodenal (duodenale) pertaining to the duodenum.

Are- pertaining to ventricular (ventricolare) pertaining to the ventricle.

Ile- pertaining to; febrile (febrile) pertaining to fever.

Oso- pertaining to venous (venoso) pertaining to veins.

Our experience shows that when the students are able to successfully breakdown the terms, they can better grasp the meaning of the word and memorize it better. The word breaking into parts is helpful to understand Latin/Greek origin root words and they have no difficulty to use this technique even in the future, a true testimony of long life learning. A lot of medical terms are analyzed from prefixes, roots and suffixes so that the meaning is readily understood, for instance the term "ultramicrotomy" (ultramicrotomia) is composed of "ultra" = excess, beyond; "micro" = small; "tomy" = cutting hence, "the technique of cutting into very thin pieces". By knowing the meaning of the roots, prefixes, and suffixes the students are able to thoroughly analyze a given medical term in terms of its component parts. This is probably the greatest aid how to understand the vocabulary of medicine.

Conclusion

The increasing interest for foreign languages for special purposes in general and medical language in special starting from the needs of the users. What do they want to do with it

Three main objectives of teaching: effective theoretical communication; effective practical communication in a virtual clinical environment; effective teacher-student communication.

The type of path outlined is a mixed approach: deductive approach according to a traditional experience and inductive approach

Using and analyzing texts in a meaningful way and reflecting on the potential and possible interpretations of the texts, the foreign language is learned as a language in use and in movement.

Teaching the lexicon based in word formation; prefixes, roots and suffixes.

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The Classroom Teaching Practice and the Effects of the School Context on Teacher-Student Relations

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Abstract

Teacher-student relations, as one aspect of school climate, can be expected to depend not only on the individual characteristics of the different actors within a school and on the school processes, but also on the external context. Therefore, this paper examines the effects of different aspects of the school context on school climate at the school level. The following context variables were considered: private versus public management of the school; whether the school is located in a city or in a town, hamlet, village or rural area; the social background of the students (*the school average of teachers' estimation of the percentage of students whose parents have completed ISCED level 3 [upper secondary education] or higher in the target classes in a school*); and teachers' estimation of the average ability of students compared with students of the same age at the school level. Multiple multilevel regressions were used for this analysis. All effects were examined at the school level. At the same time teacher characteristics (gender, years of experience as a teacher, level of education and subject taught in the target class) were controlled for at the individual level. It should be noted that, once again, all these conditions are entered at once into the statistical model,

so that the effects reported here are pure or "net" effects.

Keywords: teacher, classroom, practice, effects, relations

Abstrakt

Marrëdhëniet mësues-nxënës, si një aspekt i rëndësishëm i klimës positive në shkollë, varen jo vetëm nga karakteristikat individuale të aktorëve të ndryshëm brenda një shkolle dhe nga proceset shkollore, por edhe nga konteksti i jashtëm. Për realizimin e këtij punimi, u morën parasysh variablat e mëposhtëm të kontekstit: *menaxhimi privat kundrejt publikut të shkollës; prejardhja sociale e nxënësve (mesatarja e shkollës e vlerësimit të mësuesve për përqindjen e nxënësve, prindërit e të cilëve kanë përfunduar nivelin ISCED 3 [arsimi i mesëm i lartë] ose më i lartë në klasat e synuara në një shkollë*); dhe *vlerësimi i mësuesve për aftësinë mesatare të nxënësve krahasuar me nxënësit e së njëjtës moshë në nivel shkolle*. Për këtë analizë janë përdorur regresione të shumëfishta. Të gjitha efektet janë ekzaminuar në nivel shkolle. Në të njëjtën kohë, karakteristikat e mësuesit (gjinia, vitet e përvojës si mësues, niveli i arsimit dhe lënda e mësuar në klasën e synuar kontrolloheshin në nivel individual.

Duhet theksuar se, të gjitha këto kushte futen menjëherë në modelin statistikor, në mënyrë që efektet e raportuara këtu të jenë efekte të pastra ose “neto”.

Fjalë kyçet: mësues, klasë, praktikë, efekte, marrëdhënie

Introduction

Teachers’ beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers’ strategies for coping with challenges in their daily professional life and to their general well being, and they shape students’ learning environment and influence student motivation and achievement. Furthermore they can be expected to mediate the effects of job-related policies such as changes in curricula for teachers’ initial education or professional development on student learning. TALIS examines a variety of beliefs, practices and attitudes which previous research has shown to be relevant to the improvement and effectiveness of schools. Using representative data this chapter presents a cross cultural comparative analysis of profiles, variations and interrelationships of these aspects as they shape teachers’ working environment. The chapter describes teachers’ beliefs, practices and attitudes and shows that in all participating certain beliefs and practices are more prominent than others. It also highlights cross cultural differences regarding beliefs and practices, the quality of the learning environment, the strength of teachers’ beliefs in their own efficacy (“self-efficacy”), and their job satisfaction. The second part of the chapter focuses on the relations between teachers’ views of learning and instruction and the school as their place of work. Some findings are remarkably consistent across countries. Many studies have described aspects of teaching practice which are related to effective classroom learning and student outcomes (Brophy and Good,

1986; Wang, Haertel and Walberg, 1993). Close monitoring, adequate pacing and classroom management as well as clarity of presentation, well structured lessons and informative and encouraging feedback known as key aspects of “direct instruction” – have generally been shown to have a positive impact on student achievement. This is not enough, however; while the teacher provides learning opportunities, these must be recognized and utilized by the student to be effective. Motivation, goals and outcomes have to be taken into account as well. Therefore, the framework of instructional quality is broader than the direct instruction described above. Based on results from the TIMSS video study, Klieme et al. (2006) proposed three basic (second order) dimensions of instructional quality: clear and well structured classroom management (which includes key components of direct instruction), student orientation (including a supportive climate and individualized instruction), and cognitive activation (including the use of deep content, higher order thinking tasks and other demanding activities). These dimensions are to be understood as “latent” factors which are related to, but not identical with specific instructional practices (Lipowsky et al., 2008, for a theoretical foundation and an empirical test of the model). TALIS uses a domain general version of this triarchic model, identifying structure, student orientation, and enhanced activities as basic dimensions of teaching practices. Teachers’ professional knowledge and actual practices may differ not only among countries but also among teachers within a country. To gain an understanding of the prevalence of certain beliefs and practices it is Instructional practices, in turn, depend on what teachers bring to the classroom. Professional competence is believed to be a crucial factor in classroom and school practices (Shulman, 1987, Campbell et al., 2004; Baumert and Kunter, 2006). To study

this, a number of authors have used, for example, measures of the effects of constructivist compared with “reception/direct transmission” beliefs on teaching and learning, developed by Peterson et al. (1989). TALIS uses a domain general version of two teaching and learning-related indices (constructivist and direct transmission) to cover teachers’ beliefs and basic understanding of the nature of teaching and learning therefore important to examine how they relate to the characteristics of teachers and classrooms. For example, previous research suggests that the beliefs and practices of female and male teachers may systematically differ (e.g. Singer, 1996), so that TALIS must control for gender. From the perspective of education policy, however, it is even more relevant to look at the impact on teachers’ beliefs, practices and attitudes of professional background factors such as type of training, certification and professional development, subject taught, employment status (part-time versus full-time) and length of tenure. It is important to note that any of these relationships can have different causal interpretations. For example, professional development activities may change beliefs and attitudes, but participation in such activities may itself be due to certain beliefs. As a cross sectional study, TALIS can describe such relationships, but it cannot disentangle causal direction. Some of the analyses TALIS provides on these matters are merely exploratory, because so far there is little research, for example, on beliefs and practices specific to certain subjects. Teachers do not act only in the classroom where they instruct students more or less in isolation from other classes and teachers. A modern view of teaching also includes professional activities on the school level, such as cooperating in teams, building professional learning communities, participating in school development, and evaluating and changing working conditions (Darling Hammond et

al. 2005). These activities shape the learning environment on the school level, i.e. the school climate, ethos and culture, and thus directly and indirectly (via classroom level processes) affect student learning. TALIS distinguishes between two kinds of cooperation by a school’s teaching staff: exchange and coordination for teaching (e.g. exchanging instructional material or discussing learning problems of individual students) versus more general and more innovative kinds of professional collaboration (e.g. observing other teachers’ classes and giving feedback). It is assumed that both kinds of cooperative activities will be influenced by school level context variables such as a school’s teacher evaluation policies and the school’s leadership, which are covered. As is known from research on the effectiveness of schools (Scheerens and Bosker, 1997; Hopkins, 2005; Lee and Williams, 2006; Harris and Chrispeels, 2006), the quality of the learning environment is the factor affecting student learning and outcomes that is most readily modified, given that background variables such as cognitive and motivational capacities, socio-economic background, social and cultural capital are mostly beyond the control of teachers and schools. TALIS captures students’ background by asking teachers and principals about the social composition and the relative achievement level of the student population they serve. A more important task for TALIS is to assess quality, as perceived by teachers, at the classroom as well as the school level. However, as the environment generally varies between subjects and teachers, it is not easy to identify domain-general indicators. TALIS uses time on task – i.e. the proportion of lesson time that is actually used for teaching and learning – as a basic indicator for the quality of the learning environment. Also, classroom climate is used because of its strong impact on cognitive as well as motivational aspects of

student learning in different subjects. The method used here is adapted from PISA and focuses on the disciplinary aspect. For example, the statement “When the lesson begins, I have to wait quite a long time for the students to quiet down” indicates a low level of classroom discipline. It has been shown that classroom discipline, aggregated to the school level, is a core element of instructional quality. In PISA, it is positively related to the school’s mean student achievement in many participating countries (Klieme and Rakoczy, 2003). Also, it has been shown that – unlike other features of classroom instruction – there is a high level of agreement about this indicator among teachers, students and observers (Clausen, 2002). In addition to the environment at the classroom level, school climate is used as an indicator for the school environment. Here, school climate is defined as the quality of social relations between students and teachers (including the quality of support teachers give to students), which is known to have a direct influence on motivational factors, such as student commitment to school, learning motivation and student satisfaction, and perhaps a more indirect influence on student achievement (see Cohen, 2006, for a review of related research). The triarchic model of instructional quality mentioned above (Klieme et al., 2006; Lipowsky et al., 2008; Rakoczy et al., 2007) suggests specific relations between teaching practices and the two climate factors: structure-oriented teaching practices should primarily relate to high levels of classroom climate, while student-oriented practices should be linked with positive social relations.

Beliefs about the nature of teaching and learning

The beliefs about the nature of teaching and learning which are the focus of TALIS include “direct transmission beliefs about

learning and instruction" and "constructivist beliefs about learning and instruction". These dimensions of these beliefs are well established in educational research at least in Western countries and have also received support elsewhere (e.g. Kim, 2005). The direct transmission view of student learning implies that a teachers' role is to communicate knowledge in a clear and structured way, to explain correct solutions, to give students clear and resolvable problems, and to ensure calm and concentration in the classroom. In contrast, a constructivist view focuses on students not as passive recipients but as active participants in the process of acquiring knowledge. Teachers holding this view emphasize facilitating student inquiry, prefer to give students the chance to develop solutions to problems on their own, and allow students to play active role in instructional activities. Here, the development of thinking and reasoning processes is stressed more than the acquisition of specific knowledge (Staub and Stern, 2002). It is important to note the difference between beliefs on the one hand, and practices, on the other. Both practices and beliefs are shaped by pedagogical and cultural traditions. They represent different though related parts of the pedagogical context for student learning.

Classroom teaching practice

It has been demonstrated that quality of instruction is fundamental to student learning. For instance, Wang, Haertel and Warburg (1993) showed that classroom management and classroom interactions had effects similar in size to students' cognitive competencies and their home environment. Likewise, when reviewing contemporary research on school effectiveness, Scheerens and Bosker (1997) concluded that characteristics of instruction have a greater effect on student achievement than those of the school environment. However, researchers agree that there is no

single, well defended best way of teaching. The effectiveness of classroom practice is domain-specific as well as goal specific; it depends on the cultural context and professional traditions. Thus, TALIS seeks to identify different profiles of teaching practices rather than a single “optimal” type of practice. Classroom teaching practices were examined by teachers’ frequency estimations on a 5- point scale, ranging from “never or hardly ever” to “in almost every lesson”. Three indices were established “Structuring practices” were measured with five items, such as “I explicitly state learning goals. The other items include summary of earlier lessons, homework review, checking the exercise book, and checking student understanding during classroom time by questioning students. “• Student-oriented practices” were measured with four items, such as “Students work in small groups to come up with a joint solution to a problem or task.” The other items include ability grouping, student self-evaluation and student participation in classroom planning. “Enhanced activities” were also measured with four items, such as “Students work on projects that require at least one week to complete.” The other items include making a product, writing an essay, and debating arguments.

Effects of the school context on teacher-student relations

Teacher-student relations, as one aspect of school climate, can be expected to depend not only on the individual characteristics of the different actors within a school and on the school processes, but also on the external context. Therefore, this section examines the effects of different aspects of the school context on school climate at the school level. The following context variables were considered: private versus public management of the school; whether the school is located in a city or in a town, hamlet, village or rural area; the social

background of the students (the school average of teachers’ estimation of the percentage of students whose parents have completed ISCED level 3 [upper secondary education] or higher in the target classes in a school); and teachers’ estimation of the average ability of students compared with students of the same age at the school level. Multiple multilevel regressions were used for this analysis. All effects were examined at the school level. At the same time teacher characteristics (gender, years of experience as a teacher, level of education and subject taught in the target class) were controlled for at the individual level. It should be noted that, once again, all these conditions are entered at once into the statistical model, so that the effects reported here are pure or “net” effects. Calculating ipsative scores is an approach to standardizing individual responses to express them as preferences between two or more options and thus helps reduce the effects of response bias (Fischer, 2004). Teachers’ beliefs about instruction, ipsative scores were computed by subtracting the individual mean across all of the eight items measuring teachers’ beliefs from the individual mean across the four items belonging to the index direct transmission beliefs about instruction and also from the four items measuring constructivist beliefs about instruction. Thus, mean scores were calculated for both indices and corrected for the overall tendency to accept any of the belief items. The means across both indices average zero for each teacher, and therefore the country means across both indices also equal zero. The resulting score of an individual teacher is the relative endorsement of this index or the relative position of the individual on one index in relation to the other index. Positive score values indicate that one set of beliefs receives a relatively stronger support than the other. 13 In almost half of the countries fewer than 10% of the sampled teachers work in private schools. For these countries

differences between private and public schools were not analyzed. In most of the other countries teachers working for private schools report significantly better teacher-student relations than teachers working for public schools – even when controlling for the social background of the students. The social background on the other hand has a significant (net) effect in Australia, Belgium, Brazil, Denmark, Hungary, Iceland and Italy. In these countries, teacher-student relations are considered more positive by teachers working for schools with a high proportion of students whose parents have at least completed ISCED level 3 (upper secondary education). Student composition in terms of ability is also associated with teacher-student relations in about half of the countries. Teachers perceive relations between students and teachers as better when the students at their schools have higher ability. School size is another important predictor of teacher-student relations. Large schools seem to provide less opportunity for teachers and students to develop positive relationships. Significant effects are found even when the management of the school, students' social background and average ability, and the size of the community in which the school is located in are controlled for. Finally, whether the school is located in a city or not is not an important predictor for teacher-student relations at the school level. These results suggest a lack of equity across countries. Teachers and students at large public schools with a high percentage of students from a disadvantaged social background and with students of low average ability have to cope with a noticeably less favorable working and learning environment. This can be challenging and stressful for teachers and hinder effective schooling, thereby widening the gap in student performance.

Effects of professional development activities

Most professional development activities are aimed at changing teachers' knowledge and beliefs and instructional practices. This subsection examines the extent to which participation in professional development. It would, however, be wrong simply to introduce constructivism. Teachers need to be convinced that they can be successful in communicating deep content and in involving students in cognitively demanding activities, thereby following constructivist principles, while maintaining a positive disciplinary climate and providing student-oriented support. None of the basic dimensions of educational quality can be dispensed with. Fostering constructivist beliefs and enhanced activities is an important goal for professional development, but care should be taken to emphasise broad teaching practices, including structured teaching and self-regulatory learning. Depending on cultural traditions, and also on the stages of the learning process, various approaches should be applied to suit the circumstances. An example is starting a lesson with more direct teaching and gradually creating more open learning situations (fading), while working in a more structured way with weaker students.

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Students' perceptions of English language learning in Albanian school

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Abstrakti

Ky studim synon të shqyrtojë perceptimet e nxënësve të shkollave të mesmes shqiptare për teknikat e mësimdhënies së mësuesve të tyre dhe përdorimin e strategjive të të nxënësve nga vetë nxënësit, dhe të përcaktojnë nëse ka një lidhje të rëndësishme midis stilit të perceptuar të mësimdhënies dhe përdorimit të strategjisë së të nxënësve. Të dhënat për këtë studim u mbledhën nga një model me 90 nxënës të shkollave të mesme.

Ky studim u krye në tre klasa shqiptare në një shkollë të mesme. Nxënësit plotësuan një pyetësor për teknikat e mësimdhënies së mësuesit dhe një pyetësor për strategjitë e motivuara që ata përdorin për të mësuar.

Nga ky studim arrita në këto përfundime: (1) nxënësit e shkollave të mesme prireshin të përdornin strategji të të nxënësve që u mundësonin të kujtonin dhe të përsërisnin materialin mësimor, gjithashtu ata preferonin të punonin me miqtë dhe shokët e klasës kur duhej të realizoheshin detyrat në grup. Për më tepër, ata kishin tendencën të këmbëngulnin në përmblotjen e qëllimeve të tyre të të nxënësve edhe kur hasnin vështirësi në të nxënësve; (2) nuk ekzistonte ndonjë ndryshim domethënës gjinor në përdorimin e strategjisë së të mësuarit, sepse siç zbulova nga ky studim, midis nëntë strategjive të të mësuarit, studentët meshkuj dhe femra përdorën të dy Strategjitë e Përsëritjes,

Strategjitë e të Mësuarit me Shokët dhe Strategjitë e Menaxhimit të Përpjekjeve; (3) siç perceptohet nga studentët, teknika demokratik e mësimdhënies ishte ai që dominonte; (4) në fund të këtij studimi nuk gjea ndonjë lidhje midis perceptimit të studentëve për teknikën e mësimdhënies dhe përdorimit të strategjisë së të nxënësve.

Fjalët kyçe: nxënës, strategji mësimore, stil mësimdhënieje, shkollë e mesme, mësues

Abstract

This study aims to investigate Albanian secondary school students' perceptions of their teachers' teaching styles and the students' own use of learning strategies and to determine if there is a significant relationship between perceived teaching style and use of 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 at 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 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 perception of teaching style and their use of learning strategy.

Key words: students, learning strategy, teaching style, secondary school, teacher

Introduction

Various research aims to improve the quality of education. These studies have been designed to extend students' ability to learn. However, in the actual educational system, teachers often 'teach to the test' and spend little time helping the student learn how to learn. So teachers need to help students develop effective learning strategies, in order to improve the academic performance of all students.

We all know that there are various teaching styles. Teachers vary in the way they interact with their students, how they manage their classes, and which are their roles as educators. When classroom teachers show learners how to select and use appropriate strategies, they adopt them to their own preferred teaching styles. Thus, teaching styles affect not only instructional strategies adopted by teachers but also students' learning abilities.

Numerous researchers have studied teaching styles and learning strategies in higher education. But, there is little research about secondary school students' perceptions of their teacher's teaching styles and their use of learning strategies.

That's why we have conducted this research in Albania.

Students' Perceptions of Teaching Style and Student Learning

Few persons can negate that every student learns and responds to information uniquely. Researchers have discussed the role of teaching style in student learning, so as to help students meet their needs in learning. Many of those researchers support the fact that matching teaching and learning styles improves students' achievement¹ (e.g., Stitt-Gohdes, 2001; Henson, 2004; Hou, 2007). Zeeb's (2004)² examined the way secondary school students learned and how their teachers taught and found that there was an inconsistency between students' learning styles and their teachers' teaching styles.

Zeeb used the information obtained from assessing learning and teaching styles to help teachers modify their teaching styles so as to meet students' learning needs, which resulted in improving students' test scores.

In his study, Curtin E. (2005) suggests that teachers who use an interactive teaching style can better meet the needs of their ESL students. The interactive instructors utilized

¹ Stitt - Gohdes, W. L. (2001). Business Education Students' Preferred Learning Styles and Their Teachers' Preferred Instructional Styles: Do They Match? *Delta Pi Epsilon Journal*, 43(3), 137-151.

Henson, K. T. (2004). *Constructivist methods for teaching in diverse middle-level classrooms*. Boston, MA: Allyn & Bacon.

Hou, C.-S. (2007). A study on the relationship between teacher-student style match or mismatch and English learning achievements (Unpublished master's thesis). National Yunlin University of Science & Technology, Yunlin, Taiwan.

² Zeeb, M. S. (n.d.). Improving student success through matching learning and teaching styles. Retrieved May 24, 2010, from <http://www.creativelearningcentre.com/downloads/lsia/Zeeb%20LSA%20research%20pilot%20edited%20US.pdf>.

more cooperative learning strategies along with other numerous activities³.

Taking into account this studies we can see that students have greater learning gains when their teacher takes account of the learners' needs to experience meaningful learning, encourages activation, encourages students to direct their own learning, and demonstrates flexibility in his or her teaching styles.

Students' Perceptions of Teaching Styles

As student achievement is influenced by factors other than the teacher's actions, it is also important to understand students' perceptions of teaching styles, since these are related to their own learning. That is why, research have been conducted to examine students' perceptions of teaching styles. The studies enable teachers to be aware of students' perspectives and to recognize the need for making adoption in teaching.

Teaching style and learning strategy have been defined in several ways. Research has found that teaching students how to use learning strategies is necessary to ensure a successful learning experience. It is similarly crucial for teachers to know their own teaching styles from students' viewpoints because students are aware of and also influenced by their teachers' teaching styles. The clarification of the relationship between students' perceptions of teaching styles and usage of learning strategies will offer educators suggestions that will be helpful in modifying their teaching styles. It will also help educators consider how to provide instruction that intends to encourage secondary school students to develop meaningful learning strategies. However, during this research in the literature I didn't find any Albanian study exploring this relationship.

The Use of Motivated Strategies for Learning Questionnaire

³ Curtin, E. (2005). Instructional styles used by regular classroom teachers while teaching

Lynch (2008) administered the Motivated Strategies for Learning Questionnaire (Pintrich & Garcia, 1991) to 320 college students to investigate their learning strategy use in each student's most difficult class and discovered gender differences. The results revealed that female students reported using fewer Critical Thinking strategies than did male students.

However, females used Rehearsal, Elaboration, Organization, and Metacognitive strategies more frequently than males.

Jacobson and Harris (2008) employed the Motivated Strategies for Learning Questionnaire developed by Pintrich, Smith, Garcia, and McKeachie (1991) to determine if differences existed between traditional and non-traditional college students' use of strategies.

The researchers found that non-traditional students exhibited greater use of overall learning strategies, whereas traditional students used Help-seeking strategies most frequently. In another study, Hamman, Berthelot, Saia, and Crowley (2000) used the questionnaire to determine if strategy instruction influenced strategic learning of students. Among nine learning strategies scales, they selected only five scales for use in their study. The sample consisted of 11 middle school teachers and 235 middle school students. Based on their observations, the researchers discovered that teachers encouraged students to use learning strategies by saying things like, "You should probably consider planning some homework time each night to work on your research project" or, "You could think about other words that begin with P, and that might help you remember the characteristics of P-waves" (p. 345).

Usable Data

Of the 90 students who were invited to participate in the study, 81of them (90percent) completed the two questionnaires.

Five of the packets were not usable because two participants gave almost the same response for an entire questionnaire, to provided incomplete information, and one circled more than one answer for an item in one of the questionnaires. As a result, 76 of the 81 packets of questionnaires were used in the data analysis. This study investigated Albanian secondary school students' perceptions of their teachers' teaching styles and use of learning strategies in order to determine if there was a significant relationship between students' perceived teaching style and learning strategy use. This chapter describes an overview of data preparation. It presents the four research questions asked in the study and data analyses

Results

This study investigated Albanian secondary school students' perceptions of their teachers' teaching styles and use of learning

strategies in order to determine if there was a significant relationship between students' perceived teaching style and learning strategy use.

Research Question one:

What is the main teaching style of secondary school teachers, as perceived by students?

To answer this question, frequency counts were calculated for each category of the Teachers' Teaching Style Questionnaire among the 76 students. Thus, we counted the teaching styles perceived by each student.

We conducted a Chi-Square test on the data that had been collected. Forty-six students out of the 76 students in the study perceived their teachers as democratic. The descriptive frequency counts are shown in Figure 1.

From students' perception, the dominant teaching style is the Democratic one.

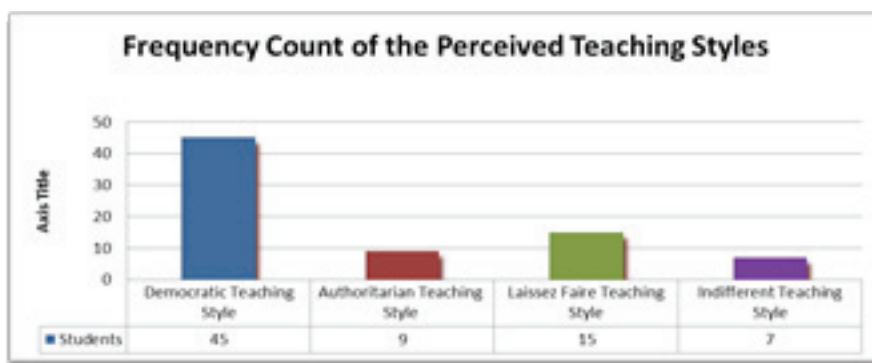


Figure 1: Frequency Count of the Perceived Teaching Styles

Research Question two:

Is there a relationship between teaching styles perceived by students and students' use of learning strategies?

In order to answer this question, we used Crosstabs with a Chi-Square test. Altogether, 57.1% of the students valued both cognitive strategies and resource management strategies. In other words, the students had more the tendency to use these strategies equally, even though their perceptions

of their teachers' teaching style differed. Among them, 40 students experienced the indifferent teaching style. Figure 2 shows the summary statistic information.

From the analyses there aren't any relationships between students' perception of teaching styles and the use of learning strategy. Thus, the answer to the second research question seems to be negative. Students' perceptions of teaching styles do not significantly impact learning strategy use.

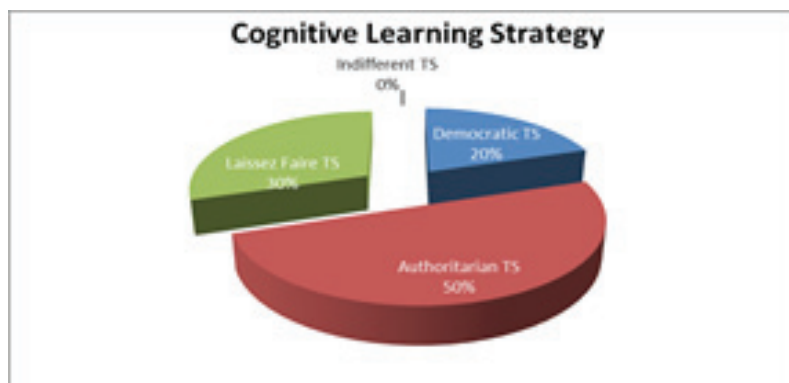


Figure 2.1: Cognitive Learning Strategy

Figure 2.2: Resource Management Learning strategy

Figure 2.2: Resource Management Learning strategy

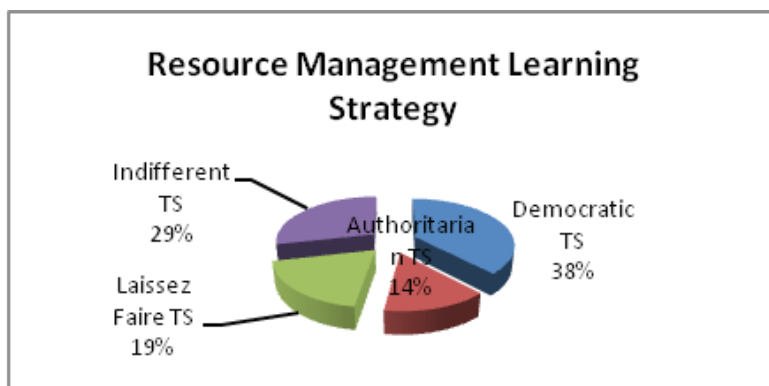


Figure 2.3: Mixed Learning Strategies

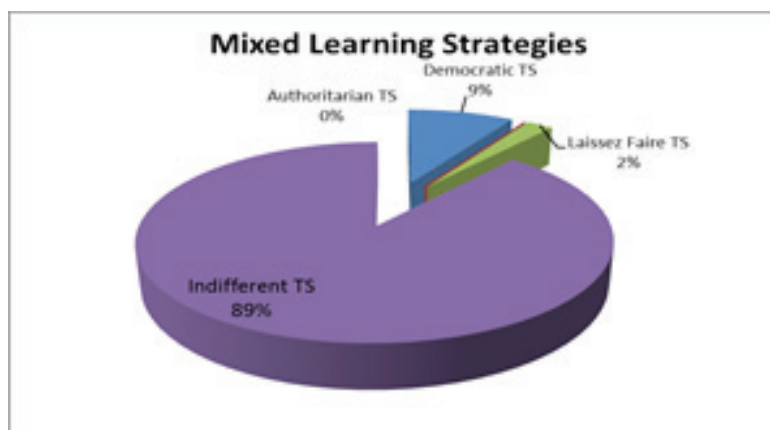
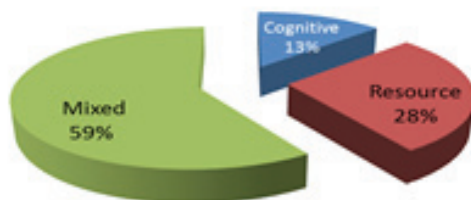


Figure 2.4: Most frequently used Learning Strategy**Most Frequently used Learning Strategy****Research Question Three:**

What is the main teaching style of secondary school teachers, as perceived by students?

To answer this question, frequency counts were calculated for each category of the Teachers' Teaching Style Questionnaire among the 76 students. Thus, I counted the teaching styles perceived by each student.

I conducted a Chi-Square test on the data that had been collected. Forty-six students out of the 76 students in the study perceived their teachers as democratic.

The descriptive frequency counts are shown in Table.

Table 3: Frequency Count of the Perceived Teaching Styles

	Observed N	Expected N	Residual
Democratic Teaching Style	45	19	26
Authoritarian Teaching Style	9	19	-10
Laissez Faire Teaching Style	15	19	-4
Indifferent Teaching Style	7	19	-12
Total	76		

Research Question Four:

Is there a relationship between teaching

styles perceived by students and students' use of learning strategies?

In order to answer this question, I used Crosstabs with a Chi-Square test. Altogether, 57.1% of the students valued both cognitive strategies and resource management strategies. In other words, the students had more the tendency to use these strategies equally, even though their perceptions of their teachers' teaching style differed. Among them, 40 students experienced the indifferent teaching style. Table 4 shows the summary statistic information.

Table 4: Dominant Teaching Styles * Most Frequently Used Learning Strategies Cross tabulation

	Learning Strategies			Total
	Cognitive	Resource	Mixed	
Dominant 1	2	8	4	14
Teaching 2	5	3	0	8
Style 3	3	4	1	8
(DTS) 4	0	6	40	46
Total	10	21	45	76

Conclusions

Taking into consideration these findings of the study, we can come to the following conclusions:

- In response to my first research question the dominant teachers' teaching style, as

perceived by students, is the *democratic* one. The majority of the students felt that their teachers set firm expectations for students' behavior and learning. However, they tend to be flexible and respond to various needs of students. Teachers who follow the democratic teaching style are willing to create a more freedom teaching and learning environment. Thus, students feel free to make decisions and explain their own viewpoints.

So, by these findings we came to the conclusion that teachers who use only one teaching style cannot give students adequate learning strategy instruction and in this way they cannot meet the learning strategy needs of every single student. Finally, students are not enabled to develop their own personal learning strategies.

- By analyzing together The Teachers' Teaching Style Questionnaire and The Motivated Learning Strategies Questionnaire using Crosstabs with a Chi-Square test we revealed that there were no significant relationships between students' perceptions of teaching styles and learning strategy use. The students who perceived their teachers' teaching style as democratic, authoritarian, laissez faire, or indifferent, had a tendency to use both cognitive strategies and resource management strategies. The possible explanation could be that actual secondary school teachers rarely provide students with opportunities to learn and use learning strategies in spite of their teaching styles. That is why students' perceptions of teaching styles may not have a strong effect on their own strategy use but on other learning outcomes.

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Teachers competencies in the face of the challenges of our century

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Abstract

The teacher's competencies have dominated educational policy in teaching, learning, and assessment in the last two decades. However, since its inception, this educational phenomenon has been questioned for lacking of, among other things, solid cognitive foundations. When promoting general competencies, the interests are directed to develop them in the students. But what about generic competencies in teachers? Can the teacher teaches what he has not developed in himself? Even though the answer to this question is known – because it is known that no one can teach something he does not know, in the practical reality of many countries that aspire to social and economic development, this obviousness is overlooked.

This panorama has led us to establish three interlocking discussion points from which rethink the pillars of teacher training for the 21st Century:

- 1) Vindication of teacher career;
- 2) the relevance of teaching basic disciplinary concepts, and
- 3) a different approach for teaching training from a competencies model according to the challenges of this Century. Simultaneously with the reflection

of these points, we are designing our teaching training alternative proposal to implement it soon.

Abstrakt

Kompetencat e mësuesit kanë dominuar politikën arsimore në mësimdhënie, mësimnxënie dhe vlerësim në dy dekadat e fundit. Megjithatë, që nga fillimi i tij, ky fenomen edukativ është vënë në pikëpyetje për mungesën e, ndër të tjera, baza të forta njohëse. Gjatë promovimit të kompetencave të përgjithshme, interesat drejtohen për t'i zhvilluar ato tek nxënësit. Por çfarë ndodh me kompetencat gjenerike të mësuesit? A mund të mësojë mësuesi atë që nuk e ka zhvilluar në vetvete? Edhe pse përgjigja e kësaj pyetjeje dihet – sepse dihet se askush nuk mund të mësojë diçka që nuk e di, në realitetin praktik të shumë vendeve që aspirojnë zhvillim social dhe ekonomik, kjo qartësi anashkalohet.

Kjo panoramë na ka bërë të krijojmë tre pika diskutimi të ndërlidhura nga të cilat rimendojmë shtyllat e trajnimit të mësuesve për shekullin e 21-të:

- 1) Shfajësimi i karrierës së mësuesit;
- 2) rëndësia e mësimdhënies së koncepteve bazë disiplinore dhe

3) një qasje e ndryshme për trajnimin e mësimeve nga modeli i kompetencave sipas sfidave të këtij Shekulli. Njëkohësisht me pasqyrimin e këtyre pikave, ne po hartojmë propozimin tonë alternativ për trajnimin e mësimeve për ta zbatuar së shpejti.

Key words: teaching methodology, education, training.

Hyrje

Një nga përfitimet që ka sjellë izolimi social për shkak të pandemisë është se, ngaduke detyruar transferimin e arsimit të bazuar në shkollë në shtëpi, ndërgjegjësimin për rëndësinë e mësuesve është shkaktuar pa dashje. Autoritetet, prindërit, madje edhe vetë nxënësit kanë vlerësuar më shumë punën e mësuesve. Situata na ka bërë ta vlerësojmë këtë sukses në mësimeve shkon përtej dixhitalizimit të didaktikës [4]; ka të bëjë me mësuesin dhe çfarë ai e bën në mënyrë integrale si person. Bëhet fjalë për mënyrën se si ai përballët me ndryshimet, sfidat dhe si ai propozon dhe rishikuron çfarë, me çfarë dhe si të bëhet. Prandaj, ka të bëjë me sfondi që i jep ushqim dhe orientim procesit. Në fakt, kjo është kuptimi parësor i një modeli të kompetencave; ata duhet të dalin në jetën e përditshme; ata duhet të pasqyrohen në të menduarit, thënien dhe veprimet e tyre, qoftë në botën materiale apo atë botë virtuale.

Kështu, ne jemi dakord të kërkojmë punë cilësore nga mësuesit me njohuri të përditësuar, por jo pa mundësi trajnimi dhe zhvillimi. Ideja është të ofrohet trajnim fillestar solid dhe garantojnë mësimeve si proces mësuesor gjatë gjithë jetës për arritjen e ndikimeve pozitive dhe garantimin stimuj tërheqës dhe të drejtë sipas nivelit të performancës dhe akademikëve të studentëve të tyre arritje. Ne e propozojmë këtë qasje për mësuesit e shekullit të 21-të si O + E + I

(Mundësi + Kërkesa + Stimuj).

O + E + I përbën parimin drejtues të asaj që njëri prej nesh ka propozuar si bazë për të krijuar një Sistemi Kombëtar të Mësuesve Fillor dhe të Arsimit të Shkollës së Mesme (SINAMEM për akronimin e tij në spanjisht.) [7]. Është një sistem trajnimi i personalizuar, i përjetshëm i bazuar në një sistem dixhital platformë edukative mësimore për të profesionalizuar mësuesit e shkollave fillore dhe të mesme". Kjo platforma do të mundësonte analitikën e të mësuarit të përdoruesve, gjë që do të bënte të mundur identifikimin pikat e forta dhe fushat e mundësive për trajnime të personalizuarra gjatë gjithë jetës.

Këto analiza mësimore mund të shërbejnë gjithashtu si bazë për një vlerësim vullnetar të mësuesit. Ne jemi të interesuar për një vlerësim jo ndëshkues të performancës së mësuesit të krahasueshëm në të ashtuquajturin Sistemi Kombëtar i Kërkesave në Meksikë të Këshillit Kombëtar për Shkencën dhe Teknologjinë (SNI-Conacyt për akronimin e saj në spanjisht.), e cila, sipas një periodike vlerësimit të trajnimit, përvojës, produktivitetit dhe trajektorës së palëve të interesuara, janë kategorizuar për të marrë stimuj shtesë për pagën e tyre bazë, si dhe për disa akademikë privilegje sipas nivelit të performancës që ata marrin [10].

2. Mësimeve e koncepteve bazë disiplinore

Meqenëse interneti i ka ofruar publikut të gjerë akses në akademik, shkencor dhe teknologjik informacioni, shpejtësia e zhvillimit të njohurive është rritur. Kjo situatë ka çuar në barazimi i gabuar i vjetërsimit teknologjik me vjetërsimin e njohurive [11, 12]. Disa pika e zhvlerësojnë këtë analogji, por ato nuk duhet të trajtohen këtu [9]. Mjafton të themi këtu se mënyra se si e konceptojmë natyrën e dijes dhe si zhvillohet ajo përcakton nëse ajo mund të bëhet vjetëruar ose, përkundrazi, nëse është e pashkatërrueshme, siç e konsiderojmë ne. Padyshim, koncepti i vjetërsimit të dijes fton

një debat epistemologjik.

Megjithatë, më e rëndësishme tani është të nënvizojmë se ka sjellë pragmatizëm fatkeq pasojat që duhet të diskutojmë—për shembull, mungesa e rëndësisë në përmbytjen kurrikulare. Shumë edukatorë në Iberoamerikë e pakësuan rëndësinë e koncepteve disiplinore të pasqyruara në përmbytjen kurrikulare, duke valëvitur flamurin e vjetërsimit të dijes [12], dhe në vend lartësojnë rolin e aftësisë dhe qëndrimit. Megjithatë, mësimdhënia e koncepteve ka rëndësi sepse ato janë trashëgimia dhe themeli i qytetërimit aktual njerëzor. Kjo situatë është një gabim i rëndë;

Arsyeja është e thjeshtë: konceptet bazë të një disipline do të jenë gjithmonë të vlefshme sepse, prej tyre ne pyesim, konfirmojmë, hedhim poshtë, rishqyrtojmë dhe zhvillojmë qasje të reja. Si të pretendoni të ndërtoni pa themele? Atëherë çështja është të kuptojmë se çfarë nënkuptojmë kur ne pyesni mësuesit për njohuritë e tyre të përditësuara. Nuk tregojmë se ne besojmë në vjetërsinë e dijes [9,12]; larg saj. Nga këndvështrimi ynë, është e nevojshme t'u kërkojmë mësuesve të përditësojnë njohuri, e cila kërkon një bazë solide konceptuale si dhe kulturë dhe përvojë të përgjithshme në fusha të tjera parësore. Po kështu, mësuesi duhet të mendojë se nga kalon njerëzimi një gjendje dijeje të tjetra dhe transmetoni reflektimin e përmendur të studentët. Megjithatë, për të arritur këtë – ne këmbëngulim, mësimdhënia kërkon, në radhë të parë, përfshirjen e konceptet disiplinore dhe i lidh ato me secilën disiplinë dhe ndërmjet disiplinave duke ofruar strategjitë dhe mjetet që lejojnë zbatimin e njohurive për zgjidhjen e problemeve në të ndryshme kontekste. Ajo që kërkojmë nga mësuesit nuk është në asnjë mënyrë erudicion. E kundërta është thelbësore menaxhimi i koncepteve disiplinore. Nuk është gjë tjetër veçse kulturo-disiplinore vendimtare trashëgimia e gjeneratave

paraardhëse që mbështet qytetërimin aktual njerëzor dhe atë duhet të pasqyrohet në përmbytjen kurrikulare.

Më pas lindin dy pyetje: A e kanë mësuesit këtë trashëgimi thelbësore kulturore-disiplinore? Për më tepër, përsëri: A mund të transmetojnë atë që nuk e kanë? Dihet se në shekullin e fundit, gjatë shumë dekadave, përmbytja kurrikulare ishte më e rëndësishme për edukatorët sesa aftësitë dhe qëndrimet. Ana negative është se ata theksuan proceset e kujtesës mbi proceset racionale. Megjithatë, dështimi qëndronte në proceset e memorizimit, jo në dhënien e rëndësisë së disiplinës bazë konceptet. Jemi dakord që qëllimi arsimor nuk duhet të jetë erudicioni, i kuptuar si një grumbullim informacioni nga fusha të ndryshme të recituara vetëm pa kritika, kreativitet, ose progres.

Përkundrazi, bëhet fjalë për menaxhimin themelor konceptual të njohurive njerëzore fusha që ushqen imagjinatën dhe mendimin kritik propozicional. Me fjalë të tjera, përmbytjet kurrikulare janë lëndë e parë për zhvillimin e aftësive dhe qëndrimeve transversale që favorizojnë konkurrencën e popullsisë, si individualisht ashtu edhe kolektivisht, duke mundësuar, ndër të tjera, pjesëmarrjen e tyre proaktive në shoqërinë e shekullit të 21-të. Nga ana e mënyrë, një shoqëri që përballet me revolucionin e katërt industrial që aspiron ekonominë e dijes jo si përdorues, por si gjenerues të të ashtuquajturave produkte dhe shërbime shumë intelektuale [13].

Lidhur me këtë dhe për të ardhmen e profesioneve, disa autorë theksojnë fuqishëm se sistemet arsimore duhet të rimendojnë profilin e diplomimit, duke marrë parasysh se motori i shoqërisë aktuale të dijes është inovacioni [13, 14, 15]. Prandaj, ata ftojnë ne të reflektojmë se si ta arrijmë këtë qëllim. Sipas mendimit tonë, themeli i inovacionit qëndron pikërisht në një kombinim të kompetencave në të cilat konceptet disiplinore të pasqyruara në përmbytjet kurrikulare janë një komponent

thelbësor. Meqë ra fjala, megjithëse shembujt e kontekstualizuar të situatave konkrete, të jetës reale janë të domosdoshëm pjesë e mësimdhënies për të motivuar për të mësuar përmbajtjet kurrikulare, nëse synojmë të promovojmë risi dhe gjenerim i njohurive të reja vetëm me ta, nuk do ta bëjmë. Mungesa e Rigoroziteti konceptual është një gabim pasi vetëm inkurajon procedurat mekanike dhe e shmang atë zhvillimin e kapaciteteve abstraguese dhe përgjithësimet që janë thelbësore për të justifikuar dhe unifikuar metodologjitë për zgjidhjen e shumë problemeve të ndryshme, pikërisht të procesit të nevojshëm intelektual për inovacion.

Shkurtimisht, është e nevojshme të rikuperohet vlera e koncepteve themelore të çdo disipline mbi të cilat të vazhdojë ndërtimi i njohurive transgjenerative. Tani, si të kalojmë nga teorik për propozimin praktik? Pasi konceptet disiplinore për arsimin fillor janë ripërcaktuar, është po aq thelbësore të rimendohet serializimi: renditja që duhet të jenë mësuar dhe lidhjen ndërmjet koncepteve për të bërë krahasime, kontraste dhe marrëdhënie për të arritur një nivel optimal të të kuptuarit. Natyrisht, ne duhet të hartojmë metoda didaktike sipas secilit grup konceptesh disiplinore. Njëri prej nesh aplikoi këtë qasje në dizajn një program trajnimi për mësuesit e matematikës në shkollat fillore dhe të mesme [5, 8].

3. Modeli i kompetencave alternative për trajnimin e mësuesve

Në arsim, kur flitet për modelet e kompetencave, propozimet përkohëse duke thënë se ka të bëjë me përvetësimin dhe zbatimin optimal të njohurive, aftësive dhe qëndrimeve [1, 2, 5]. Megjithatë, në praktikë, metodologjia e mësimdhënies thekson aftësitë dhe qëndrimet mbi njohuritë bazë. Vini re se "njohuria" përdoret si sinonim për "përmbajtjen kurrikulare" [1, 2, 3, 6, 9, 15]. Ne nuk jemi dakord për sa vijon: konceptet disiplinore që ne konsiderojmë se duhet të bëjnë lart përmbajtja kurrikulare nuk duhet

të konsiderohet si sinonim i njohurive. Njohuri është produkt i dinamizmit midis burimeve konceptuale, aftësive dhe qëndrimeve. Prandaj, a personi ose shoqëria kompetente aplikon me aftësi dhe qëndrim të saktë, disiplinor thelbësor konceptet e njohurive njerëzore për t'u përballur me sfidat që jeta shtron në mënyrë optimale.

Nga ky këndvështrim, ne po rimendojmë fushat thelbësore disiplinore për fillimin optimal dhe Longlife Teaching Training – po ashtu, konceptet disiplinore të nevojshme për të dhënë mësim dhe metodologjinë didaktike për të aplikuar për mësimdhënien e tyre. Bazuar në sa më sipër, alternativa propozimi që ne kemi zhvilluar [9] është quajtur paraprakisht Model 7C-21 (It Analogu i fokusuar te nxënësi është Modeli 7C-21e). Ky model përbëhet nga shtatë grupe kompetencash të zhvillohet në personelin mësues fillimisht dhe të përsoset në mënyrë të përhershme: 1) Matematikore logjike të menduarit, 2) Arsjetimi verbal, 3) Kultura shkencore elementare, 4) Kritike dhe lexim-shkrim propozicional, 5) Kultura dhe mjedisi global, 6) Metakognitive dhe krijuese të menduarit për të hetuar, për të inovuar dhe për të ndërmarrë; dhe në fund, 7) Udhëzim profesional dhe orientimi i talentëve.

Modeli 7C-21 koncepton "kompetencat" si një aleancë të koncepteve thelbësore disiplinore, aftësitë dhe qëndrimet, duke vepruar në mënyrë integrale dhe optimale për të përballuar sfidat e jetës. Supozon konceptuale forcimi i themeleve dhe përmirësimi i metodologjisë didaktike sipas kurrikulës përmbajtjet (duke përfshirë mjetet dixhitale për të mësuar dhe vlerësuar të nxënës). Ajo gjithashtu nënkupton reflektues praktika: procesi i ndërtimit të njohurive, bazat pedagogjike, menaxhimi i të nxënës, dhe proceset orientuese nga pikëpamja e këshillimit arsimor integral (të shëndetshëm zakone, vlera, qytetare, art, letërsi, qëndrueshmëri, zhvillim personal, etj).

Aktualisht, ne jemi duke përfunduar themelimin e Modelit 7C-21 në kontekst,

teorik dhe termat pragmatikë që ne propozojmë për një trajnim fillestar dhe jetëgjatë të mësuesve në shekullin e 21-të, drejtuar mësuesve të shkollave fillore dhe të mesme në Meksikë, si dhe të niveleve ekuivalente në kontekstin e Amerikës Latine dhe Karaibeve dhe rajoneve të tjera në botë që kërkojnë zhvillimin e tyre nga përmirësimi i arsimit. Shpresojmë ta ndajmë këtë punojmë së shpejti me anëtarët e Academia.edu për ta paraqitur për vlerësim dhe kritikë.

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How to teach Albanian language through different strategies/games in primary school and kindergarten

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Abstrakti

Ky studim synon të shqyrtojë mënyrat më të mira për të mësuar fjalët e reja të fjalorit në gjuhën shqipe, dhe se si mësuesi duhet ta bëjë më tërheqës orën e gjuhës shqipe për nxënësit dhe të përcaktojë nëse ka një lidhje domethënëse mes të mësuarit të një gjuhe dhe stilit të mësimdhënies së përdorur nga mësuesi. Ky studim është realizuar në disa klasa në shkollën fillore "Faslli Fejzo Danaj". Ky artikull shqyrton lojëra të ndryshme fjalori dhe ushtrime rreth fjalëve të reja të fjalorit.

Nga ky studim arrita në këto përfundime: (1) pjesa e parë e ushtrimeve kishte të bënte me mësimin e fjalëve të reja të fjalorit, ndërsa pjesa e dytë kishte të bënte më shumë me kontekstin. Duke punuar me ushtrimet, nxënësit dëshmuar njohuri shumë të mira të leksikut, veçanërisht kur nuk kishin të bënin me kontekstin; (2) studentët e komunikimit ndryshojnë nga të tjerët që janë më të mirë në gramatikë; (3) nxënësit që mësojnë më mirë në gramatikë janë zakonisht më të saktë në ënjshime të ndryshme, por shpesh nuk e kuptojnë kontekstin dhe hasnin probleme në përdorimin e fjalës së duhur ose nuk u përpoqën të eksperimentonin; (4) nga ana tjetër, studentët komunikues ose studentët që janë më të aftë të mësojnë fjalët e reja të fjalorit, duket se e kuptojnë më mirë kontekstin dhe nuk ngurrojnë të eksperimentojnë edhe me një kontekst për

të cilin nuk janë të sigurt; (5) në fund të këtij studimi rezultoi se tiparet më dalluese të të mësuarit të fjalëve të reja të fjalorit janë diapazoni mjaft i ngushtë i njohurive të fjalorit, mungesa e vetëdijes për formimin e fjalëve ose bashkëlokacionet dhe përdorimi i shprehjeve fikse.

Fjalë kyçe: nxënës, ushtrime, fjalë fjalori, kontekst, lojëra

Abstract

This study aims to investigate the best ways to learn the new vocabulary words in Albanian, how the teacher should make the Albanian language class more attractive for the students and to determine if there is a significant relationship between learning a language and the teaching style used by the teacher. This study was conducted in some Albanian classes at "Faslli Fejzo Danaj" primary school. It deals with different vocabulary games and exercises about the new vocabulary words.

From this study I came to these conclusions: (1) the first part of the exercises had to do with learning new vocabulary words, while the second part had to do more with the context. By exercising the students proved a very good knowledge of lexis especially when they did not have to do with the context; (2) communicative students differ from the others that are better in

grammar; (3) students that learn better in grammar are usually correct in multiple choice exercises but they often did not get the context and faced problems in using the right word or did not try to experiment; (4) on the other hand communicative students or students who are more able to learn the new vocabulary words, seem to understand the context better and they do not hesitate to experiment even with a context they are not sure about; (5) at the end of this study resulted that the most distinctive features of learning new vocabulary words are rather narrow range of vocabulary knowledge, no awareness of word formation or collocations and usage of fixed expressions.

Key words: students, exercises, vocabulary words, context, games.

Introduction

“Vocabulary acquisition is the largest and most important task facing the language learner” (Swan and Walter 1984)

This paper presents the best ways to learn the new vocabulary words. The teacher should be very flexible and should make the Albanian hour funnier for the student of all ages. The main focus of this paper is to present the best ways of learning the new words, like different games, and how this games effect the student’s acquisition.

The paper consists of historical background of vocabulary, and then there are a lot of different vocabulary games that help student to remember the words better.

Furthermore, there are different exercises about the new vocabulary words. It is devoted in general principles of vocabulary teaching process. It also presents the results obtained during the practical side of the study as well as the enjoyment brought by these games.

Principles of teaching vocabulary

However many theories about vocabulary learning process were written it still remains a matter of memory. There are several general principles for successful teaching, which are valid for any method. According to Wallace 1988 the principles are;

- *Aim – what is to be taught, which words*
- *Need- the vocabulary should respond to student’s interest*
- *Frequent exposure*
- *Repetition*
- *Meaningful presentation*
- *Clear denotation*

Teaching vocabulary is a complex process. The student’s aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in written form and in spoken. Generally knowing a word involves knowing its form and its meaning at it basic level. In deeper aspects it means the ability to know it.

Meaning –relate the word relate the word to its context

Usages –knowledge of its collocations, metaphors and idioms, as well as style and register, to be aware of any connotations that the word might have.

For example:

Dog a positive connotation-loyal

Dog a negative connotation-it can bite

Word formation – the ability to spell and pronounce the word correctly an to know any derivation.

For example;

Inform-information

Create-creation

Like-dislike

Happy-unhappy

Grammar- to use it in the appropriate grammatical form

Different ways of presenting new vocabulary

There are a lot of ways presenting new vocabulary. Here are some:

Substitutions

This technique can be used in secondary school, in high school and in university; it is a technique for all the levels. This activity works best with ideas and concepts that cannot be easily touched or seen. It works better with abstract words, or with anything that is a real object. There are a lot of ways to use substitution.

1. One way is using synonyms , items that mean the same or nearly the same for example

Bright=smart=clever, may serve as synonyms of intelligence.

The teacher substitutes one word of which pupils are familiar with for another new one.

Example

Wait = hold are synonyms.

When you call someone, do you sometimes have to wait?

You have to hold!

On time=on schedule

Do usually airplanes run on time?

They are on schedule.

2. Another way is using antonyms, items that mean the opposite.

Rich – poor are antonyms.

Example

Is an Audi a cheap car? No it's an expensive car.

3. Substitution works better with phrase verbs which have a one word equivalent.

Example

Do you put off going to the doctor?

You postpone seeing the doctor.

The pupils should be careful when using words that are not exact synonyms or antonyms. And the connotation may be different in many cases.

4. Naming

This activity is nearly the same with substitution, but in this case the teachers set a situation or a scene and then substitute it with a new word or a phrase, and then name it in an effective way.

Example

The hotel accepted too many reservations. The hotel is overbooked.

The meat that I have ordered last night was not cooked enough. It was rare, bloody, uncooked.

Do you usually eat eggs, sausages and

bacon for breakfast? No, so you have a light breakfast.

Miming and Total Physical Response

This is another technique for learning the new vocabulary words; it works better with kinesthetic learners and also with children at age 6 to 11. But also adults enjoy miming. There are also many advantages of the total physical response in the classroom.

- a) It works very well with the parts of the body, for example; I am touching my nose! Touch your nose!
- b) It also works with actions, for example: I am walking to the door!
- c) It also works with the imperative or with the commands, for example: sit down!, stand up!

This technique has a great advantage; all the pupils are physically engaged in the lesson.

Realia

Realia is use of real life objects during the lesson, so in the classroom. This can motivate pupils and engage them to learn more. It is so fun learning through realia. Some realia that teachers can use to introduce the new vocabulary include:

- a) Photos
- b) Maps
- c) Clothes
- d) Plastic fruits
- e) Dishes
- f) Halloween decorations
- g) Christmas decorations
- h) Cars
- i) Animals
- j) Vegetables
- k) Videos

For example;

If students see a picture together with the name of it, they will remember it better

- 1) Learning with tea

Simply bring in the class a children tea set complete with tea cups, saucers, spoon, tea pot , coffee pot , sugar and have pupils

practice offering and servicing each other tea or coffee. The teacher can also add new things that serve to explain the words that he wants. The pupils during the practice can also make a dialogue.

Pupil 1: Would you like some tea?

Pupil 2: no thank you!

Pupil 1: What would you like?

Pupil 2: I'd like some coffee, please.

Pupil 1: with milk or sugar?

Pupil 2: just black coffee.

Vocabulary Games

Learning new vocabulary words can be challenge task for many pupils; one way to overcome this challenge is to play games that make to learn the new words fun by creating a competitive environment. When pupils compete with each other they tend to put more effort and as a consequence learn more. There are many games for learning the new words.

Making Vocabulary Words a Game

The teacher tries making practicing vocabulary words a game. First of all,

- Make a cube from two milk carton bottoms
- And cover with contact paper.
- Each week, the teacher writes the new vocabulary words on masking tape,
- And then the teacher sticks one to each side of the cube.
- Have the pupils toss the cube around the classroom,
- But before during this the teacher should set some ground rules.
- And then read and define the word that comes up on top when and catch it
- They can also use it in a sentence, so creating sentences for each new vocabulary word.
- Secondly they can play mystery word, by writing the words on the cards.
- The teacher split the class into teams.
- Showing one team a word.
- The word should not be seen by the other team.
- Should be a mystery word for them.
- Members of the first team must give clues, to find the definition of the word.

- To create sentences for that particular new vocabulary word.

Swat

It's easy and very funny game for the pupils.

The steps of this game are;

- The teacher put the vocabulary words on the blackboard.
- Put them randomly written around, not necessary in rows.
- The teacher stands up 2 pupils.
- In general one boy and one girl, so boys versus girls,
- Each one has a fly swatter.
- The teacher reads the first definition
- The first student to swat the word and gets a point their team.
- They play until all the words are done.
- The teacher does some words, more than once to make sure, that they are paying attention.
- The teacher can also put some words from the past vocabulary in there as a refresher.

Popcorn

Some classes love the vocabulary, and every day, every one of them had some new vocabulary words. At the end of the week, so on Friday the students can do the popcorn game to learn better the new vocabulary words.

The steps of this game are;

- The teacher ask pupils to read the text
- After reading to find and copy the new words
- To write the definitions into a small vocabulary notebook, which the teacher provides since the beginning of the year.
- Every day the teacher spent 10 to 12 minutes doing the vocabulary review.
- This game is called from many teachers in America as popcorn.
- Where the teacher gives a clue to a word
- The pupils pop up and say it when the teacher snaps.
- Or give out words or put them on the board

- The children write sentences with blanks and trade with a partner.

This can be a very useful game for the children to have a vocabulary review.

Crosswords

The teacher can create crosswords for her students, by giving them the words and then they have to find the words. This is very interesting game because the students are very motivated by the crosswords and they enjoy very much this game, but at the same time they learn better how a new vocabulary word is written.

For example; find these words.

1. *Seeds*
2. *Social*
3. *Imitate*
4. *Tropical*
5. *Nomadic*
6. *Popular*
7. *Colorful*

I	M	I	T	A	T	E	S	A	P
N	O	M	A	D	I	C	I	D	O
T	L	S	E	E	D	S	P	I	P
R	L	O	S	R	A	E	R	O	U
O	P	C	O	L	O	R	F	U	L
P	O	E	C	L	V	O	M	R	A
I	S	D	I	L	I	G	P	R	R
C	C	A	A	E	R	F	I	C	A
A	C	C	L	S	E	E	P	E	M
L	O	N	G	E	V	I	T	Y	N

Lots of students like crossword puzzles. The process of using word puzzles in the classroom has been simplified since thanks to a variety of websites that help teacher construct puzzles. In general the internet program constructs the crossword puzzles after the teacher enters the vocabulary words and their definitions.

The steps that are used to construct a crossword puzzle;

1. Construct puzzles using graphic paper
2. Writes the terms across and down

3. Draw boxes around each of the letter.
4. Number the boxes at the beginning.
5. Write the numbers in numerical order.
6. List definitions across.
7. List definitions down.

Magic Square

Vocabulary comes alive when using magic square. The magic square strategy can be applied at every grade. The strategy makes matching more interactive and more interesting for students. Magic square began in China several of thousand years ago. Squares are assigned numbers which, when added across, diagonally or down always equal the same sum.

Steps are:

1. Direct students to match a column of words to a numbered column of definition.
2. Make sure letters on each square of grill matched the lettered words.
3. Explain that to the students.
4. Students find the magic number by matching the correct word to the right definition.
5. Entering the number in the appropriate square.
6. Use any number of squares for the puzzle.

Conclusion

Word games are an effective element in teaching new vocabulary of foreign language.

Though the exercises were intentionally chosen so that superiority of any group was eliminated or minimized at least, partial results show slight directivity to one another, which is not possible to avoid. While the first three exercises suit better to the group from which they learn the new vocabulary word and their meaning. The second half of the test have to do with the context in with the words are used. Some phenomena are not displayed in scoring but different attitude to language is evident in both groups. In this way, so by exercising the students learn the new vocabulary words and proved a very

good knowledge of lexis that are in different units, especially when they should produce or recognize them in their base form when they did not have to do with the context. Therefore they achieve relatively high score in the first two exercises. In one class there are different kind of students, there are communicative students that distinct from the others that are better in grammar, often do not care a lot about the form and spelling mistakes, which lowered the students grades in the texts.

Students that learn better in grammar have good results in exercise number three, mainly due to memorization of the phrases from the different sources or from the textbook, rather than producing sentences on their own. This is not reflected in the final evolution but in comparison with the second group the range of the sentences patterns was rather narrow.

The students that are more able to learn the new vocabulary words, seems to understand the context and they usually put the word in more or less correct form with spelling mistakes. On the other hand the students that are better in grammar and bad in learning the new vocabulary words, these students often did not get the context, so they inclined to use wrong word at all. In case they understand the context and use the proper word, they wrote it more or less without spelling mistakes but often in wrong form.

A marked difference in results is reached by wider utilization of acquired vocabulary by students that learn better the new vocabulary words, so the communicative students while the students that learn faster the grammar simply refreshed the vocabulary items from the current unit and then just selected, those related to the category.

It should be emphasized that a further study and exploration can produce more truthful results.

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Globalization and Education: Challenges and Opportunities

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Abstrakt

Globalizimi është një fenomen kompleks që ka pasur efekte të gjera. Nuk është çudi, pra, termi "globalizimi" ka fituar shumë konotacione emocionuese. Fajësohet si burim i të gjitha sëmundjeve bashkëkohore. Ndikimi i globalizimit në kulturë dhe sistemin arsimor është një shqetësim i madh. Sot teknologjia dhe globalizimi e kanë bërë botën shumë më të vogël, më të shpejtë, në kontakt. Këto fenomene të pakthyeshme na imponojnë nevojën për të matur veten me diversitete të shumta, nga të cilat mbase është ajo gjuhësore-kulturore më e prekshme. Ndryshime të tilla kanë lejuar takime - dhe përplasje - të një shumice horizontesh e rregullash, modalitetet relacionale, stilet e jetesës dhe vlerat e pashembullta, duke dhënë përparësi të konsiderueshme dhe, në të njëjtën kohë, aspektete problematike. Për të vendosur një orientim etik në globalizim, arsimi ende mund të ndërtojë alternativën: prandaj është e nevojshme të fitohen aftësi me karakter vërtet ndërkulturor thelbësor për leximin dhe menaxhimin e situatave. Transformimet shoqërore, ekonomike dhe kulturore të lidhura me fenomenin e globalizimit po ripërcaktojnë interesat dhe vlerat e individëve dhe grupeve shoqërore. Sfidë është kërkimi për një bazë të njohurive dhe sjelljeve të përbashkëta, një lloj thelbi etik. Një dimension transversal i aftë për të bërë ndërthurjen lokale dhe globale, qytetet

dhe kombet, kulturat dhe ekonomitë, njeriu dhe natyra. Prandaj, sfida arsimore nuk mund dhe nuk duhet të injorohet asnjë element që e dallon epokën e globalizimit. Një njohuri, me pak fjalë, e cila nuk do të prishet në frontin e paparashikueshmërisë dhe me surprizat e një epoke që, me atë dhe si ajo, është vazhdimisht në ndryshim. Pra, ky punim do të analizojë ndikimet pozitive dhe negative të globalizimit në arsim për vendet në zhvillim. Sistemet efektive arsimore janë themeli i mundësive për të bërë një jetë të denjë.

Fjalët kyçe: globalizimi, edukimi ndërkulturor, edukimi për qytetari evropiane, kompetenca ndërkulturore, sfida arsimore.

Abstract

Globalization is a complex phenomenon that has had far-reaching effects. No wonder, then, the term "globalization" has acquired many exciting connotations. It is blamed as the source of all contemporary diseases. The impact of globalization on culture and the education system is a major concern. Today technology and globalization have made the world much smaller, faster, in touch. These irreversible phenomena impose on us the need to measure ourselves with numerous diversity, of which it is perhaps the most tangible linguistic-cultural. Such changes have allowed encounters - and clashes - of

a multitude of horizons and rules, relational modalities, lifestyles and unparalleled values, giving considerable advantages and, at the same time, problematic aspects. To establish an ethical orientation in globalization, education can still build the alternative: it is therefore necessary to acquire real intercultural skills essential for reading and managing situations. The social, economic and cultural transformations associated with the phenomenon of globalization are redefining the interests and values of individuals and social groups. The challenge is to search for a common knowledge and behavior base, a kind of ethical essence. A transversal dimension capable of making local and global intertwining, cities and nations, cultures and economies, man and nature. Therefore, the educational challenge cannot and should not ignore any element that distinguishes the era of globalization. A knowledge, in short, which will not be broken in the face of unpredictability and with the surprises of an era that, with it and like it, is constantly changing. So, this paper will analyze the positive and negative impacts of globalization on education for developing countries. Effective education systems are the foundation of opportunities to make a decent living.

Keywords: globalization, intercultural education, education for European citizenship, intercultural competences, educational challenges.

Introduction

Globalization is rooted in the fact that after the end of the Cold War, the possibility arose of establishing international relations different from the past, based on new assumptions, free from the traditional confrontation between political blocs. It was thought that it was possible to create a world economic order based on common values and principles, without any conditions of a political nature.

It is clear that for optimal recognition of any phenomenon, it needs to be considered and reviewed as holistic, interactive and systematic. Adult education is no exception

in this case; therefore to better understand the nature and philosophy of adult education, we must consider it in relation to external influential forces. Education is an essential element of society and the foundation of democratic choice. In other words, education is a major concern for all societies, the foundation and the main driving force of economic, social and human development and is at the center of change in the fields of science, technology, economics and culture. Nowadays, one of the challenging issues is globalization, which not only its impacts on the cultural, social, economic and political domains are obvious, but can also affect the nature, philosophy and performance of adult education.

Globalization is a process of interaction and integration between different people, companies and governments and nations. The impact of globalization on culture and the education system is a major concern. The methodology of this paper is descriptive-analytical and its main purpose is to determine the positive and negative impacts of globalization on education for developing countries.

Globalization is a complex phenomenon that has had far-reaching effects. Therefore, it is not surprising that the term "Globalization" has acquired many emotional connotations. At one extreme, globalization is seen as an irresistible and good force to give economic prosperity to people around the world. In the other, it is blamed as the source of all contemporary evils.

For different scholars, the definition of globalization may be different. According to Cheng (2000), countries and societies in different parts of the world can refer to the transfer, adaptation and development of values, knowledge, technology and norms of behavior.

Typical phenomena and characteristics associated with globalization include the growth of global networks (e.g. Internet, worldwide electronic communications, and transportation), global transfer and integration in the technological, economic,

social, political, cultural, and educational fields, international alliances, and competitions, international cooperation and exchange, global village, multicultural integration and use of international standards.

UNDP in the Human Development Report (1999) describes globalization as the growing interdependence of the world's inhabitants, from economic, technological, cultural and political levels.

It is seen as a general trend towards liberalization of economic trade, a wider circulation of capital, goods and products, and almost the abolition of national borders. Speed of communication and relatively low cost of information processing have eliminated distances. The categories of time and space have been completely reversed. Standardized consumption patterns, values, and cultural products that tend to make behaviors and attitudes more similar and erase differences across the globe.

Education is a major concern for all societies. As the foundation and the main driving force of economic, social and human development, education is at the center of the change that is dramatically affecting our world in the fields of science, technology, economics and culture.

Lifelong learning in globalization

Globalization is the term by which we want to show more and more the process of internationalization of all phenomena and the reduction of preferred and new means of electronic communication, but with which many people react responsibly and from the civic achievements of our time.

These problems become urgent for the educator and the politician, to compete competently and responsibly, the planning of strategies aimed at the quality of lifelong education, from "utopia" to a system that is systematized and realized concretely: "integrated system", elaborated by educators in the early nineties from a prospective concept should become the compass for the orientation of the skeletons of scholastic and

social policies of these years and onwards in Europe and beyond.

People can contribute and for benefit from globalization only if they are endowed with the knowledge, skills and rights necessary to pursue their basic livelihood. They need employment, income, a good environment and health. These are the essential conditions that empower them to participate fully as citizens in their locality, national and global communities. These goals can only be achieved if national governments allocate adequate resources to education, basic infrastructure and the environment, and create the institutional framework that provides broad access and opportunities.

Education is a major concern for all societies. As the foundation and main driving force of the economy, social and human development, education is at the center of the change that is dramatically affecting our world in the fields of science, technology, economics and culture. This is the reason for social change and scientific progress, and in turn, it is subject to the results of the progress it has brought about, both in content and in the methods and goals set.

Despite the above facts, some people argue that education systems no longer seem to take into account the new needs faced by people everywhere in the world. For example, René Bendit and Wolfgang Gaiser made the following observation about the education system in the United States, which can be applied to many countries of the world:

"The education system has failed to meet current social challenges. The rise of youth's problems, such as the problematic transition into the world of work, growing poverty, teenage pregnancies, drug abuse, minority intolerance, juvenile delinquency and violence, are treated as a reflection of the fact that schools do not have any connection to the real world."

To integrate into the world economy, people do not have to acquire knowledge and tools just traditional, but above all, they must

be able to acquire new skills required by a knowledge society.

Indeed, the rapid change that results in technological and scientific knowledge makes learning a permanent process, the process of lifelong learning in the words of the Report of the 21st Century International Commission on Education to UNESCO.

Lifelong learning is based on the following four basic principles:

- Learning to know, combining a fairly broad general knowledge with the opportunity to work. It also means learning, in order to take advantage of the opportunities that lifelong education offers.

- Learning to do, in order to gain not only a professional skill, but also, more broadly, the competence to deal with a large number of situations and to do teamwork. It also means learning to do in the context of young people different social and work experiences of people, which may be informal, as a result of local or national ones in context, or formal, involving courses that alternate study and work.

- Learning to live together, developing an understanding of other people and an appreciation of interdependence, - Conducting joint projects and learning conflict management - In a spirit of respect for the values of pluralism, mutual understanding and peace.

- Learning to be, in order to develop one's personality better and to be able to act more and more in autonomy, judgment and personal responsibility. To this end, education should not neglect any aspect of individual's potential: memory, reasoning, aesthetic sense, physical capacity and communication skills.

Equal terms in education in the new reality of globalization

Many people believe that education is one of the key local factors that can be used to moderate some of the impacts of globalization from negative to positive and turn threats into opportunities for

the development of individuals and the local community in the inevitable process of globalization. A renewal of education policies is needed as an emergency, in Europe and beyond, as the slow pace of change jeopardizes the ability of individuals and organizations to cope with global competition and adult participation in lifelong learning activities.

In fact, within today's scenario, the work paths of individuals are more fragmented rather than linear: man enters a job, then is forced to leave it, to re-enter training to be updated, or to find a new profession; in all sectors it is necessary to retrain and work at the same time to improve professional practice so that it always responds better to random circumstances.

Moments of choice become continuous, scattered throughout life, no longer focuses on a particular stage of youth life.

The task of education policy, therefore, will be to redesign formal systems, relating to education and training, to support, in the path of personal and professional life, not only children but also adults so that it become aware of his choices to lead, responsibly to his future.

But how to maximize the positive effects and how to minimize the negative impacts of globalization is a major concern in current education reform given.

The phenomenon of "globalization", the economic growth of recent decades has been accompanied by a deterioration of inequality in the world and in particular, inequalities in access to knowledge.

Integration into today's world economy means not only mastering traditional knowledge, but also the ability to acquire new skills required by a knowledge society. It is therefore clear that an unequal distribution of new communication and information technologies only serves to reinforce existing inequalities. While education deficits are significantly higher in developing countries, this is a major issue in developed countries.

In many industrialized countries, there is a persistent problem of illiteracy and low skills, which is an important source of social exclusion. Unequal access to education also fosters rising wage inequality and exacerbates it by income distribution. The uneducated and unskilled in industrialized countries face severe disadvantages in an increasingly competitive global market.

However, the provision of primary and secondary education increased during the 1990s across the globe.

But progress is insufficient and hides differences between countries and regions. OECD countries, for example, spend 100 times more on students in primary and secondary education than low-income countries. There is ample evidence that faster progress is possible if there is political will and resources at high levels and equally low-income countries.

All countries that have benefited from globalization have invested heavily in their education and training systems. Today, women and men need broad-based skills, which can adapt to rapidly changing economic demands as well as the right basic skills that enable them to benefit from information technology, increasing their ability to overcome distance barriers and budget constraints.

While internet technology is not particularly capital-intensive, it is very capital-intensive. Sound education policy also provides an important tool to offset the negative effects of globalization, such as rising income inequalities, with effects, which may ultimately be stronger than labor market policies.

Education is an essential element of society and the foundation of democratic choice. Large differences in education opportunities between countries are one of the root causes of global inequality. Moreover, International Migration enables rich countries to benefit from human capital investments made in poor countries giving them the responsibility to support the education systems where these investments

are made.

Developing a national qualifications framework is also an important basis for participation in the global economy, as it facilitates lifelong learning, helps match the supply and demand for skills, and guides individuals in their career choices. Access to training and skills development for women is often hampered by family engagements, indicating the need for childcare facilities and distance learning opportunities. Other priorities include recognizing and building skills for workers in the informal economy and adapting training to accommodate workers without formal education.

Education and technological gap in the age of globalization

In today's global economy and information society, knowledge and information are the keys to society, inclusion and productivity is the key to global competition. However, in our unequal world the network economy is able to incorporate everything it deems valuable, but also to dismantle people and parts of the world that do not fit the dominant model. Technological capability is essential. Countries need communication infrastructure and the production of a system that can process and use information for development; and people need to have access to knowledge and the ability to use it, to participate, to benefit and to be creative in the new technological environment.

This puts education and skills at the center of a just and inclusive globalization.

Distance learning in internet can become a powerful tool for developing countries - reducing the need for expensive physical infrastructure for educational and vocational facilities and enabling investments instead in communication equipment, with curricula and teaching provided through regional initiatives. The Global Distance Learning Network (GDLN) is one such initiative. It is a worldwide network of institutions which realize development and application of distance learning technologies and methods with a focus on developing and reducing poverty. Such networks are likely to play

an important role in building technological capabilities by:

- Increasing technological gaps and digital divisions between advanced and less developed countries, countries that are hindering equal opportunities for equitable global sharing.
- Global sharing of knowledge, skills and intellectual assets that are necessary for multiple developments at different levels.
- Creating more legitimate opportunities for some advanced countries to colonize economically and politically other countries around the world.
- Mutual support, complementarity and benefit to produce synergies for different developments of countries, communities and individuals.
- Utilizing local resources and destroying the indigenous cultures of less developed countries to benefit some advanced countries.
- Creating value and increasing efficiency through the above global sharing and mutual support for local service, needs and growth. Rising inequalities and conflicts between areas and cultures The ILO argues by promoting international understanding, cooperation, harmony and acceptance of culture, diversity between countries and regions by promoting the dominant cultures and values of some advanced areas and facilitating multilateral communications and interactions, encouraging multicultural contributions at different levels between countries.

It is clear that managing and controlling the impacts of globalization are related to some complicated macro and international issues that may be far beyond the scope of this paper. Rising world poverty is the most tragic phenomenon in this age of abundance. It is the cause of marginalization and exclusion of ever-increasing groups of the world population and in particular, affects children, young people and women.

Consequently, we see the development of cultures of poverty and marginalization that shut down the same people in the poverty cycle and reinforce their exclusion. But it is still knowledge inequality that poses one of our biggest social challenges. Traditional raw materials and non-renewable natural resources under threat of extinction do not occupy the most important place in the production and development process. It is knowledge itself that becomes one of the main sources of economic growth. Thus, we see a new category of workers appearing on stage, the "knowledge workers". Without knowledge, you are subject to progressive marginalization and exclusion, but the conclusion is also true. "The higher the level of education and training of a country's population, the more chances the nation has to seize the opportunities and minimize the social cost of technological change and the transition to a more open economy."

Conclusions

Education has been declared as an integral part of human rights: "It should be free and compulsory in relation to basic, primary education. Vocational and technological education should be widely available and accessible. Higher education available to all equally, on the basis of merit. "Education is also the driving force of the economy and cultural growth and development. Implementing compulsory basic education policies for all and investing in quality teaching has enabled governments and experts to measure the impact on the population and society as a whole. This impact can be seen in improving health, increasing demographics, reducing child mortality, and increasing life expectancy. Education also means this: populations become aware of their rights and obligations as citizens and thus are able to take an active part in building and managing life in their communities.

We have tried to highlight the fact that economic policies in most of the world rarely consider education as an investment for the

future or as a key to development, much less as a fundamental right of human beings. The consequences of these policies at all levels of education systems in the world, with the exception of a few industrialized countries, have been widely felt. Such consequences include deteriorating teaching conditions; insufficient number of school institutions and increase in the number of classes, especially in developing countries experiencing strong demographic growth; loss of teaching quality often due to the teacher's qualification level and the material conditions in which they practice their profession; and finally, the loss of relevance in relation to the educational programs themselves.

In its new look, lifelong education is seen going beyond what is already practiced, especially in developed countries, namely, improving and updating training, retraining and conversion or promotion courses for adults. It should open learning opportunities for all, for many different purposes - offering a second or third chance, quenching the thirst for knowledge, beauty or the desire to transcend oneself, or enabling expansion and deepening of form rigorous vocational training, including practical training.

Education policies need to develop new conceptual tools that contextualize the political economy of education and recognize that history, class, power, and state are all features that must be considered to cope with changes in education, economics, and society. . One way to develop new conceptual tools is to become more adventurous in overcoming narrow disciplinary "boundaries" and seeking and acquiring new perspectives to trace, inform, and expand our analysis of the processes of capitalist fundamental change, of his transformations and expressions.

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Use of mother language (Albanian) in foreign language class

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Abstrakti

Ky punim trajton temën e integritetit të gjuhës së nënës (shqipe) gjatë procesit të mësimdhënies/mësimnxënies së gjuhës së huaj. Megjithatë opinionet e ndryshme lidhur me praninë e gjuhës së nënës, sot duket e dobishme dhe thelbësore në masën që ajo duhet të përdoret kryesisht për t'i shpjeguar studentit njohuritë dhe kompetencat bazë të gjuhës, nga njëra anë (kryesisht për studentët fillestarë), dhe nga ana tjetër për të sqaruar pikat komplekse si psh ato metagjuhësore apo gramatikore. Kështu që në vend që ta konsiderojmë atë si një strategji shmangieje, ne duhet t'i lemë vendin e saj si një strategji efikase e mesimdhënies/nxënies. Përvetësimi i një kompetence në gjuhën e huaj kërkon nga studenti përdorimin e strategjive njohëse dhe metanjohtëse por edhe socio-afektive, të cilat fillimisht duhet të bëhen nëpërmjet gjuhës së nënës. Mësimdhënia/nxënia e një gjuhe të huaj nuk do të thotë që të aplikosh një monolingvizëm të ri, por ta bëjmë studentin dy ose shumëgjuhësh.

Punimi ynë u mbështet në një anketë që u realizua me 14 kolegët e departamentit të gjuhëve të huaja të universitetit tonë. Analiza e të dhënave të grumbulluara na bind për hipotezat tona mbi përdorimin e gjuhës së nënës në orën e gjuhës së huaj, rolin dhe funksionin e saj në lehtësimin e procesit të të nxënies, sigurisht duke mos abuzuar me të

për të mos kaluar në anën tjetër të medaljes.

Fjalët kyçe: gjuha e nënës, gjuha e huaj, ora e mësimi, integriteti, studenti, pedagogu.

Abstract

This paper focus on the integration of the mother tongue (Albanian) during the process of teaching / learning a foreign language. Despite differing opinions regarding the usages of the mother tongue in the foreign language classes, today it seems useful and essential to be used primarily to explain student the basic knowledge and competencies of the language, on the one hand (mainly for beginner students), and on the other hand to clarify complex points such as metalanguage or grammar. So instead of considering it as an avoidance strategy, we should leave it as an effective teaching / learning strategy. Acquisition of a competence in a foreign language requires the student to use cognitive and metacognitive strategies but also socio-affective, which must first be done through the mother tongue. Teaching / learning a foreign language does not mean applying a new monolingualism, but making the student bilingual or multilingual.

Our paper was based on a survey conducted with 14 colleagues from our university's foreign language department. The analysis of the collected data convinces us of our

hypotheses on the use of mother tongue in the foreign language class, its role and function in facilitating the learning process, certainly not abusing it to not go to the other side of the medal.

Keywords: mother tongue, foreign language, lesson time, integration, student, teacher.

Introduction

Our paper deals with the integration of the Albanian language (mother tongue) in the foreign language class at the University "Ismail Qemali" Vlora, according to a new approach that challenges the traditional idea according to which the mother tongue should not be used in foreign language class.

In the early twentieth century new methods proposed that the foreign language teaching should be done without the mediation of translation into the mother tongue. While the end of that century noticed that the interaction between mother tongue and foreign language is inevitable. But initially its use by teachers was done clandestinely and the teacher seemed to feel guilty or incompetent when using it. Therefore, its presence in the foreign language class raises many questions about how the place of the mother tongue is conceived in this process.

In this paper we will discuss the place and function of the mother tongue of our university students. The object of our research will be the analysis of the degree of integration of the mother tongue in foreign language classes and the study will take into consideration opinions, attitudes and testimonies of the teachers of our Foreign Languages Department.

Our hypotheses are the following:

- The mother tongue is a bridge of communication that brings benefits to both the lecturer and the student,
- It contributes to the improvement of the conditions for the acquisition of a foreign language,
- It is an obstacle, a hindrance to the teaching / learning of a foreign language,

To refute or confirm these hypotheses, we will analyze the answers to the questions we have asked the teachers of our department.

Mother tongue and foreign language

Mother tongue and foreign language are not presented to speakers with the same challenge. In the case of mother tongue, the challenge of acquiring it is vital as the speaker grows, and builds an identity when mastering the language in social relationships in contact with others. While the foreign language is secondary in the time plan initially, especially since it is not related to the immediate communication and affective environment of the speaker. The mother tongue is the first language acquired by the speaker and any other language other than that is to be acquired and mastered by the speaker; it must be taught in school, in internship, in training or in the place where you live.

Regarding the respective place of the mother tongue and the foreign language in the school, it differs in many points. The mother tongue is both the language of communication (which enables the exchange between students and teachers in the classroom and outside it), the language of instruction for all subjects in school and the language studied as a separate subject with its grammatical and lexical aspects. Common to teachers and students, the mother tongue is transparent, necessary, legitimate and motivated as a communication tool.

The foreign language, differently from the mother tongue, is neither a tool of communication, nor a vector of transmission of knowledge within the family and more broadly within the society in which the speaker progresses. Consequently, it is less supported / legitimized by the extracurricular environment for which it is not objectively necessary as a communication tool. It has the exclusive status of a foreign language, the object of study which depends entirely on the school. Its practice is limited in time and space. Its teaching is without immediate practical challenges that requires awareness and

purpose in the acquisition, as opposed to the mother tongue which is learned unintentionally, naturally.

Then what should be the mediating language?

Using only foreign language presents some advantages. At the moment we are talking, foreign language learning objectives are both linguistic and communicative and students seek to be involved as learning actors. One of the main chances of using a foreign language as an intermediary language in a foreign language class is the "ear education" of the students. Just by listening to a language, we are educated with sounds, discover changes in rhythms, sonorities, expressions, accents and intonations and learn little by little to distinguish words, expressions, i.e. to build meaning in foreign languages. Practice perfects us, the more we listen to it the easier it becomes to understand. When we talk about learning, a reproduction of patterns often occurs; people who want to learn a foreign language establish their foundations by imitating the teacher who serves them as a reference. If the teacher explains in a foreign language, this causes the student to fix some mechanisms, reflexes and rhythmic, phonetic and communicative elements of this foreign language which they will be able to identify and reproduce again in real situations.

But the use of foreign language also has its limitations. One of the difficulties is the comprehension of problems. It is understood that speaking only in a language that the student does not know yet, or does not speak very well, brings to the latter misunderstandings, misinterpretations. It can even cause serious gaps when the notions that are explained are not understood and consequently are not assimilated. Worse still, this can provoke stress, loss of motivation, which are the keys to the success of any learning process.

Another difficulty is the time and program schedule. Speaking only in a foreign language takes time, as it involves frequent reformulations, repetitions, a slower way

of speaking than normal speech; the aim is for the student to understand, even in part, what is said in the class. But the teacher is obliged by the institution to complete the program, to achieve the linguistic and communicative objectives set out in the plan for a given period. Therefore, teachers often use mother tongue to speed up the classroom pace and close a didactic unit or program at the right time.

Integration of mother tongue in foreign language teaching

The purpose of learning a foreign language is to understand and be understood in that language, to help the student in order for him to succeed as easily as possible, efficiently and with pleasure. This is an endless request. In order to learn to communicate in a foreign language, the student will be guided by breaking down useful reference points. They therefore try to utilize the procedural ingredients already mastered in the mother tongue.

Sometimes, in situations where comprehension or expression is delicate or impossible, the student is helped by the usage of the mother tongue. They try to understand or interpret a task based on his mother tongue. Through cooperation with both languages, the teacher must offer to students all the linguistic tools necessary for a perfect mastery of the foreign language in order to achieve the objectives of foreign language teaching.

Students' usage of their mother tongue varies according to their level:

At the initial level (A1, A2):

Due to the familiarity with, and the supportive and spontaneous nature of the mother tongue, students at this level feel better using Albanian. And it seems very logical to believe that since Albanian is spoken by everyone, it consciously or unconsciously encourages them to communicate in Albanian, as they usually do, even outside the foreign language class. Thus, in order to simplify the interactions and verbal exchanges between the lecturer

and the student but also between the students themselves, it seems necessary and very important not to expel Albanian from the foreign language class.

Also, beginner students have an unavoidable need for the Albanian language because they do not yet have the basic competencies and knowledge needed to understand the lecturer or another speaker, nor to express themselves correctly in the foreign language.

The foreign language teacher becomes a guide for his students. This leadership aims to facilitate and evaluate or, if the case arises, even to enable students to have access to the meaning of a notion. Moreover, the fact that the lecturer uses the mother tongue at the elementary level and allows them to use the foreign language as well, installs a climate of trust in which the students feel comfortable. Without pressure, they will be able to progressively increase their use of the foreign language and also the teacher does it in the interest of learning the foreign language.

Intermediate level (B1, B2):

At this level it seems that the mother tongue also plays an important role in foreign language acquisition in terms of building language skills and language competencies of students. Through the mother tongue, students need to acquire, verify or fulfill basic knowledge and competencies of the foreign language. Students can learn to establish a relationship between their language-culture and that of a foreign country.

The learning of such language skills, knowledge and competencies can be done at an intermediate level by going through the mother tongue precisely to ensure or verify the correct understanding or even to correct something. It often happens that students express the need to simplify the understanding of a complex grammatical or metalinguistic phenomenon. However, this must be done by going through the mother tongue in order to ensure understanding of the phenomenon.

Advanced level (C1, C2):

At this level it seems that the place and role of the mother tongue is not very necessary. It is assumed that students of this level have acquired the necessary competencies and knowledge to understand and express themselves correctly in a foreign language.

So, at such a level of foreign language learning, some may see mother tongue integration as a contested, potentially annoying, and risky element of foreign language access. At such a level, students no longer need their mother tongue. The instructor should repeat what he / she has said before or use synonymous paraphrases that the students are able to understand. Only complex metalanguage points and technical vocabulary can require a return to the mother tongue. Otherwise, the use of the mother tongue would constitute a deterrent to the acquisition of the foreign language. And this is especially true when it comes to communication: the more we favor and promote the policy of using the foreign language, the more the students will acquire new vocabulary and new knowledge. It is essential that students practice the foreign language to the maximum by trying to minimize the use of the mother tongue in order not to forget what they have learned in the foreign language. We must therefore preserve and renew the knowledge and competencies of the students by encouraging them to speak among themselves in a foreign language.

METHODOLOGY

Our paper is based on the professional experience of 14 teachers of the foreign languages department of the university "I. Qemali" Vlora. All teachers who filled in the questionnaire teach a foreign language (English, Italian, French, Spanish and German) at different language levels.

The questionnaire questions were open (where they could express themselves freely), and closed. We shared with them our interest in this research as well as the initial objectives. Thus, we invited them to contribute to the improvement of the foreign language teaching / learning process at our university. Our main objective was

to understand the impact, the role of the mother tongue in foreign language teaching. Our goal was to perceive the usefulness of the impact of using the mother tongue in a foreign language class. We wanted to know in which cases the teachers needed to use it. And the other objective was to analyze all the strategies used by teachers in order to improve foreign language acquisition.

Work experience

- Up to 5 years: 1
- 5-10 years: 4
- 10-15 years: 7
- Over 15 years: 2

The teachers who have 10-15 years of experience were the most useful for our research as their claims were more convincing and accurate because they knew the field better, but they were also the most numerous in number. Teachers of over 15 years old were more conservative and were influenced by the "monolingual" method of the language class (i.e. using only a foreign language), while others did not explain and argue very clearly theoretically the moment of using the mother tongue.

Language levels

- A1: 8
- A2: 3
- B1: 2
- B2: 1

Teachers who taught the foreign language at levels A1 and A2 used the mother tongue more in the foreign language class. According to them, the use of Albanian made it easier to understand, it was better grasped by students and they also used it to relax the atmosphere and to attract students' attention. While at levels B1 and B2 the mother tongue is mainly used to verify things and to correct them. Paraphrases, different ways of saying and synonyms are used for explanation.

Frequency of using the Albanian language

- Often: 10
- Sometimes: 2

- Rare: 2

Most teachers affirm the frequent use of the Albanian language in cases when students cannot follow the attendance because they do not understand it well, as well as in cases when they want to motivate students who have a weaker level of foreign language. Others, not wanting to abuse the Albanian language, use it less often in cases when they want to translate a word but not the whole sentence, wanting the students to think in a foreign language and not in the mother tongue.

The role of the Albanian language

- Translation: 3
- Explanation: 6
- Comprehension check: 5

We find that teachers find in Albanian language a good tool for explaining a word or instruction, even a structure, in the foreign language.

The result of the integration of Albanian

- Yes: 12
- No: 2

According to most, the use of Albanian in a foreign language class is a natural and obligatory way. For others, it is supportive and encouraging for the student and makes him / her better grasp and practice more the foreign language. This positive effect is observed at all levels where Albanian is used.

Data analysis:

- Teachers use the Albanian language to avoid any ambiguity and to ensure a better understanding of the lesson,
- Teachers should not only play a pedagogical role but should also act as a guide and facilitator of the content of things that are to be learned,
- Students use Albanian to translate a linguistic or communicative need. They use it to signal a language difficulty, and so they appeal for help,

- Students participate in the development of the process and feel more comfortable when using the Albanian language,
- Teachers find that the integration of Albanian does not hinder the process of teaching / learning a foreign language. Rather, they appreciate that it contributes to facilitating and improving the quality of learning.
- The use of the mother tongue also depends on the language levels of the student.

From the above analysis it emerged that in foreign language learning classes we cannot deny the degree of use and complementarity between the two languages. In the university context but not only, the mother language (the Albanian language) is necessary and legitimate as an instrument of communication and teaching of a foreign language for both us: teachers and students.

Conclusion

Experience has shown that it seems difficult or even impossible to practice the presence or otherwise the total absence (or even avoidance) of the mother tongue in the foreign language classes. You cannot force students to give up the use of their mother tongue as this would provoke in them a feeling of frustration that could have negative consequences regarding their participation in the language class and their motivation, i.e. their learning. Nor can you stop teachers from giving explanations in their mother tongue in order to favor students' understanding.

The analysis of the data collected from the questionnaire completed by the teachers of the department of foreign languages of the University "I. Qemali" Vlora shows the degree of influence of the Albanian language in the teaching / learning of a foreign language. Teachers have different positions regarding the integration of the mother tongue and bring its impact on the acquisition of a foreign language according to their experiences in the field of teaching. Most are tolerant in the use of Albanian but competent in their request for an optimal

acquisition of a foreign language. This has been achieved thanks to the continuous self-training on new didactic and pedagogical strategies which facilitate and improve the teaching / learning process. A minority are stubborn in their monolingual opinion and do not use their mother tongue much in their foreign language class.

To other questions addressed to the students, they answered positively to the use of Albanian in the classroom, and as long as they feel the need, why not give them this pedagogical facilitative tool knowing that the translanguaging consciousness exists and serves in the acquisition of a language.

But of course, the mother tongue should be used with caution, as its overuse would pose a serious obstacle to the acquisition of language knowledge and would bring difficulties in the development of competencies in the foreign language.

This paper does not claim to cover all the problematic issues in this regard. We would like it to be followed by others, in order to come up with the best strategies that we should offer to our students in the middle of a scientific debate, so that they can master the foreign language as well and as easily as possible.

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Përgatitja e mësuesit si edukator i nxënësit. Synimet e edukimit

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Abstract

The goals of education are achieved through professional honesty, civic culture, love for the student, as well as for your child and appreciation of group work, considering yourself as part of the whole. Especially in specifically difficult conditions, as was and continues the case of the global pandemic Covid-19, which, inevitably affected Albania, requires us to be more humane, better and more loving, sacrificing and in solidarity in carrying out our duty and mission. noble of enlightenment and civic education generations that also rise through virtual, online platforms.

In order for the educational journey to continue normally on a daily basis, among the three links of the golden chain, we consider that the preparation of the teacher as an educator is paramount, not just as a technician, teaching expert, but especially master of methodology in the teaching and educational process of our class and school.

We can not call it fair that the preparation of the teacher as an educator has been seen as a separate island, detached from the other two important links of the system:

the parent and the student. Everyone has his place and role in this process, where the teacher gives knowledge and culture, the student acquires knowledge and is educated, while the parent continues with his ethical-moral forms family education, being the intermediate link between giver - teacher and receiver - students.

Keywords: *education, school, preparation, teacher-student-parent ratio*

Abstrakti

Me këtë kumtesë mbi procesin e edukimit kulturor në shkollat tona, do të përqëndrohemi në ecurinë e zhvillimit të arsimit të fëmijëve tanë, që natyrshëm kalojnë me botën e librave në vend të parë dhe me botën e lodrave në vend të dytë. Nuk mund ta quajmë të drejtë që përgatitja e mësuesit si edukator të shikohet si ishull më vete, e shkëputur nga dy hallkat e tjera të rëndësishme të sistemit: prindi dhe nxënësi. Secili ka vendin dhe rolin e tij në këtë proces, ku mësuesi jep dije e kulturë, nxënësi merr dije dhe edukohet, ndërsa prindi vijon me format e tij etiko-morale edukimin në familje, duke qenë hallka e ndërmjetme

midis dhënësit - mësues dhe marrësit - nxënës.

Fjalët çelës/ kyçe: *edukimi, shkolla, përgatitja, raporti mësues - nxënës - prind*

1. Hyrje

Në rrafshin e pedagogjisë, kur flasim për edukimin, kuptojmë procesin e gjerë të formimit tërësor të personalitetit të njeriut, zhvillimin e tij gjatë gjithë jetës. Edukimi është një veprimtari e organizuar, e vetëdijshme, për të ndikuar mbi njerëzit, sidomos mbi brezat e rinj, për t'i formuar ata sipas një synimi të caktuar. Hapësirat e edukatës, ose përmasat e saj janë shumë të gjera. Ato shtrihen në tërë jetën tonë. Ndër fushat më kryesore, kryesisht në kuptimin, brendinë, rrugët kryesore të edukimit, prof. Musa Kraja ndërton këtë pemë pedagogjike të hapësirave të edukatës: "1. Edukata mendore, 2. Edukata morale, 2.1 Rrugët kryesore të edukimit moral, 2.2. Dy fushat konkrete të edukimit moral, 3. Edukata e punës, 4. Edukata teknike, 5. Edukata fizike, 6. Edukata shëndetësore, 7. Edukata estetike"¹. Çdo mësues e ka të qartë se ato zhvillohen në harmoni me njëra-tjetrën dhe jo të shkëputura, pra, edukata mendore zhvillohet në harmoni me edukatën fizike, edukatën e punës, morale, estetike, teknike, nëpërmjet veprimtarisë arsimore, edukative të shkollës, të institucioneve të tjera, të medias, familjes etj. Nxënësi formohet në dy hapësira të tilla që cilësohen si makromjedisi dhe mikromjedisi. Mikromjedisi përfaqëson ato rrethana dhe kushte konkretet në të cilat nxënësit tanë sillen ditë për ditë, kalojnë sidomos një pjesë të kohës së lirë. Këto mjedise i ndeshim kudo, si në krye të ndonjë rrugice, në sheshe, në oborrin e shkollës, në rrugë, në varësi të lagjeve të vjetra dhe tradicionale të qytetit, në një shesh fshati, tek furra, klubi, fusha e lojës etj. Ndërsa makromjedisi përfshin gjerësisht mjedisin e qytetit, të zonës, lagjes apo fshatit. Ka efekt shumë të madh në edukim.

Makromjedisi, fjala vjen, i Nartës apo

¹) Kraja, Musa, "Pedagogjia", Tiranë, Migreerallb, 2009, f. 147.

Kaninës nuk mund të jetë si në një zonë në Dibër, Elbasan apo Korçë. Shkolla është institucioni i mësimi dhe edukimit, shtëpia e dritës së dijes, vatër e edukimit kulturor.

Nga ana tjetër, në jo pak raste, mësuesi shfaqsohet: "Është fëmijë me problem filan nxënës, s'merrem me të". Edhe në këtë rast kemi mungesë përgjegjësie dhe aq më keq pandershëmi profesional. Ata vijnë po aq të edukohen sipas normave qytetare dhe këto mesazhe edukimi t'i mishërojnë në jetë, të formësojnë shprehitë e kulturës qytetare dhe të rriten të shëndetshëm fizikisht, shkollarisht dhe qytetarisht. Në qendër të vëmendjes është nxënësi/ nxënësja. Që ai/ ajo të rritet dhe të bëhet i denjë për shkollën, familjen e shoqërinë, prindi dhe mësuesi duhet të bashkëpunojnë papushim, pa u lodhur, pa lozur "hidh e prit" "kungulleshkën" në kurriz të edukimit të nxënësit, por, në kuptimin më të mirë të fjalës, duhet të jenë shokë të ngushtë, sepse kanë një qëllim: edukimin e fëmijës/ nxënës.

Nuk është objekt i kësaj kumtese puna e prindit me fëmijën e tij, por objekt kemi punën tonë si mësues me nxënësit tanë. Me kohë ka fituar qytetari shprehja "Mësuesi është prind i dytë për nxënësin" dhe popullariteti i saj është mbushmëndës, i motivuar. Kyçi për suksesin në punën me nxënësit është: mësimdhënia. Nuk është fjala vetëm tek spjegimi i duhur për dhënien e dijeve të mjaftueshme nxënësit hap pas hapi, por së pari komunikimi me ta, mënyra e të sjellurit, se, siç na kujton fjala e urtë e popullit: "Ç'të mbjellësh, do të korrësh". Komunikimi është art më vete, art i bukur i fjalës së shprehur, ndërsa më i vështiri, po sa fisnik. Me fjalën e ngrohtë e bën për vete nxënësin e ai të do si prind; me fjalën e ftohtë, e largon, e humbet respektin e mundshëm të tij. Nxënësi vjen në shkollë të mësojë, të nxëjë, se ka nevojë të mbushet me dije. Ai vjen në shkollë të formohet, të edukohet, të zbatojë normat, rregullat, rregulloret, ligjet, kodet etike dhe estetike të jetesës. Nuk janë të gjithë nxënësit të mirësjellshëm në shkollë, se, po themi, ashtu janë mësuar në jetën parashkollore. Mësuesi prandaj është mësues, që t'i mësojë dhe edukojë,

me qetësi e dashuri, pa i fyer, pa i prekur në personalitet, sepse temperamentet e tyre përbëjnë variante mozaikore, që nuk mund t'i imagjinojmë. Këtu ne na vjen në ndihmë pedagogjia dhe psikologjia.

Prapë urtësia popullore na sjell në kujtesë fjalën e rrallë: "Gjuha hekur s'ka e hekur thyen". Mësimdhënia nuk është abstrakte: nuk do të thotë të përvetësosh veç disa rregulla, ndërtim fjalish, pra nuk bëhet fjalë vetëm për lëndën në vetvete në lidhje me nxënësin. "Gjuha dhe kultura ndikojnë pareshtur mbi njëra-tjetrën"².

Misioni ynë realizohet përditshëm në punën tonë me nxënësit e vështirë, të zgjuarit dhe nxënësit me kufizime të lehta. Thuhet se nxënësit me dhunti, një dorë të ngrohtë mësuesi duan dhe ecin. Vullneti, dëshira dhe ndershmëria profesionale shfaqem më dukshëm në punën e diferencuar me nxënësit me probleme, apo të vështirë si quhen ndryshe.

2. Procesi i të nxënit, një proces i motivuar

Procesi i të mësuarit, në të cilin marrin pjesë mësuesit dhe nxënësit, përbëhet nga mësimdhënia, që realizohet kryesisht nga mësuesi si organizator dhe drejtues i procesit mësimor, si dhe nga të nxënë, proces që e realizon nxënësi, fillimisht nën drejtimin e mësuesit dhe, gradualisht, drejt një të nxëni të pavarur. Ndodh që konceptet "të nxënit" dhe "të mësuarit përdoren në vend të njëri-tjetrit. Në fakt, ekzistojnë edhe kuptime të tjera.

Të nxënë është një proces, nëpërmjet të cilit çdo nxënës dhe çdokush tjetër fiton njohuri, shkathtësi dhe shprehje. Njeriu gjatë gjithë jetës është nxënës. Edhe mësuesi mëson për vete, freskon njohuritë e fituara dhe aftësohet më tej, që të jetë mbushmëndës, i plotë dhe jo i cunguar në dijet që u jep nxënësve, në përputhje me grupmoshën, programin mësimor - edukativ etj. Pra, kur themi që njeriu mëson gjatë gjithë jetës, kemi parasysh gjithë periudhën jetësore të

tij, që sa lind, gjatë foshnjërisë, fëmijërisë e deri në pleqëri; mëson në shtëpi, në shumë fusha; mëson në shkollë, madje me synime të caktuara, sipas planeve dhe programeve të përcaktuara nga organizmat kompetente, për një vëllim të caktuar informacioni, njohurish, dhe arrin në përvetësimin e mënyrave të reja të zgjidhjeve, të kuptuarit, zbatimit të tyre në praktikë. Përvetësim të vërtetë të informacionit do të vëmë re vetëm nëse kjo do të ketë një përgjigje të subjektit ndaj situatës dhe sipas konstruktivizmit (frytshmërisë, dobishmërisë; shën. ynë - E. Ç, A. H, H. B), nëse do të ketë kuptim apo ndërgjegjësim të kësaj sjelljeje të re, gjë që çon në një konceptim nga ana e nxënësit.

Si rrjedhojë e re e të nxënit, nga faktorë objektivë dhe subjektivë, nga familja, shkolla, shkolla, shoqëria, media, nga studimi individual, vetëedukimi, vetëveprimi, vetëarsimimi, këmbëngulja, ambicia nga nxitja dhe stimulimi i përdorur prej mësuesve, shkollës, institucioneve të specializuara, etj

Niveli më i lartë i veprimtarisë është zgjidhja e problemeve me ndihmën e njohurive të reja të përvetësuar. Provimi është metodë e të nxënit intensive. Kur flasim për teknikat e të nxënit, kujtojmë skemën e thjeshtë që përfshin:

- Të dëgjuarit
- Të lexuarit
- Të shënuarit
- Riprodhimi i pavarur
- Diskutimi
- Zgjidhja e problemeve.

Është thënë që të nxënit është një proces i motivuar. Nxënësi mund të mësojë nga që i pëlqen të nxënit. Është e nevojshme të theksohet se në organizimin e mësimi, nëse duam të kemi pjesëmarrjen e nxënësit duhet të fillojmë të sigurohemi që rezultati i prituri të integrohet midis projekteve të subjektit, domethënë të merret nga ai si një kontribut për realizimin e objektivave të tij.

Të nxënit mund të udhëhiqet nga qëllime të çastit ose nga një gjerësi e qëllimit të tij në të mësuar. Gjithashtu, të nxënë është rezultat i aftësive të shumta: lidhet me aftësinë për

²) Buletini shkencor, Universiteti "Ismail Qemali", Vlorë, nr. 3/ vol.2, 2015, f. 186.

të planifikuar kohën, për të mos pranuar ndikimin e elementëve irrelevantë (të panevojshëm, të tepërt, të pavend; shën. ynë - E. Ç, A. H, H. B.), të nxënës, për të shmangur tërheqësit e vëmendjes, për të zotëruar veten, për t'u mbështetur në forcat e tij, për të bashkëpunuar në grup.

3. Përgatitja e mësuesit si mësime, si edukator i nxënës

Në punën e përditshme me nxënësit, me klasat, mësuesi nuk mund të shfaqet thjesht si një profesionist i aftë dhe aq. Për profesionin mësuesi ka marrë diplomën. Siç u shprehëm edhe më lart, mësuesi punën e ka me nxënësit dhe me librat, me tekstet mësimore dhe ato ndihmëse të edukimit të nxënësve të tij.

Si frymën që merr, mësuesi duhet të përditësojë njohuritë bashkëkohore. Aq më tepër rritet përgjegjësia e tij për thithjen e materialit të nevojshëm nga bota e informacionit, sidomos sot kur fëmija është më i zgjuar dhe, të paktën, ka njohuri më të shumta se bashkëmoshatarët e tij para 10 vjetësh. Përse mos të shtrojmë pyetjen: a është i aftë mësuesi të ndjekë prurjet e reja nga bota digjitale? A është zoti t'ua transmetojë në mënyrën e duhur dhe në masën e caktuar fëmijëve që prindërit i kanë dërguar në shkollë për të nxënë? Mos vallë ka edhe raste kur mësuesi sfidohet nga nxënësi për mikrobotën e dijeve të marra nga libri dhe interneti? Si përballohet kjo gjendje? Së pari, një gjendje e tillë as që nuk duhet të mendohet nga askush prej armatës së mësuesve, sepse nuk jemi thjeshtë mësime, por misionarë të dritës diturore.

Një mësues i paplotësuar me dije të përditësuara ndoshta do të ishte më mirë të bënte diçka tjetër më të dobishme për vete e për familjen e tij se sa të futej në klasë, në auditorët e shkollës dhe të ndjenjtë skuqje në ndërgjegjen profesionale, kur intuita, memoria e mbushur nga të dhënat që na "bombardojnë" nëpërmjet celularit, laptopit, kompjuterit e mjeteve të tjera të "qelqit digjital" apo freskia informative e ndonjë nxënësi me prije apo kushdo qoftë tjetër ta

zinte "gafil"... domethënë të papërgatitur!...

Përfundime

Përvoja e punës dhe sidomos ballafaqimi me tekstet e fushës, që e trajtojnë pedagogjinë si shkencë mbi edukimin, edhe ne mund të shprehemi se mësuesi është hallka kryesore e veprimtarisë në shkollë. Ai është drejtues, organizues i procesit mësues, interpretues i dokumentacionit shkollor, nga puna e të cilit varet veprimtaria e të tërë hallkave që veprojnë në shkollë ose në lidhje dhe bashkëpunim me të. Vetë natyra e punës së mësuesit kërkon që personaliteti i tij të përfshijë:

- Paralelisht vijmë tek idea e parë "lind". Normalisht pamja e tij të jetë normale. Kjo është e dëshirueshme, kur është e bukur është edhe më mirë.
- Një përgatitje të përgjithshme shkencore dhe kulturore.
- Mësuesi duhet të jetë i thelluar në lëndën e tij, në profilin e ngushtë, duke ndjekur dijet bashkëkohore, informacionin e ri që sjellin shndërrimet e vullshme në disiplinën e tij, përvojat e reja, duke zgjeruar dhe aktualizuar në mënyrë të pandërprerë dijet në disiplinën e tij shkencore.
- Mësuesi duhet të ketë përgatitje pedagogjike, didaktike dhe metodike.
- Mësuesi duhet të dallohet nga pasioni për punën me fëmijët, dashuria dhe respekti për personalitetin e nxënësit.
- Është e domosdoshme që mësuesi të ketë një figurë shoqërore dhe morale të rregullt.

Vetëm kështu, i veshur me këto cilësi e virtyte, mësuesi realizon 5 rolet e tij në shërbim të nxënësve në shkollë si ekspert mësues, drejtues dhe udhëheqës i klasës së tij, si këshilltar, si model dhe si motivues i nxënësve për një të mësuar aktiv, për të pasur interesim dhe logjikë nga nxënësit e tij.

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LINGUISTICS, SOCIOLINGUISTICS, PRAGMATICS, TRANSLATION

Reflections on grammar and its role in foreign language performance

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Abstrakt:

Duke filluar nga fundi i viteve 1970, në Itali, filloi reflektimi mbi rolin e ndërgjegjësimit të nxënësit për 'gramatikën' në përgjithësi, në vitet '80 për italishten në vecanti dhe nga vitet nëntëdhjetë e më vonë për L2 e LS sipas përdoruesve të ndryshëm dhe nevojave të tyre. Një mesimdhënie e suksesshme në fushën e gjuhëve të huaja, nënkupton zoterimin e njohurive të qendrueshme në rrafshin e ndryshme gjuhësor si në atë të fonetikës, morfologjisë, sintaksës, leksikologjisë, pragmatikës, etj. Në këtë shumëllojshmëri fushash gjuhësore, cili është roli i përvetësimit të kompetencave gramatikore dhe sa ndikojnë ato në një performancë sa më të mirë në gjuhën italiane? Nepermjet këtij artikulli do të përpiqemi të hedhim sa më shumë dritë mbi këtë aspekt mjaft të rëndësishëm dhe të debatueshëm të mesimdhënisë së saj në fushën e gjuhëve të huaja.

Fjalet kyçe: *gramatikë, roli, kompetencë, performancë, gjuhë e huaj*

Abstract:

By the late 1970s, in Italy, it started a reflection on the role of student awareness of 'grammar' in general, in the 1980s for the Italian language in particular and from the 1990s onwards for Italian L2 and LS by taking into account different users and their

needs. Successful teaching in the field of foreign languages, means the possession of sustainable knowledge in various linguistic fields such as phonetics, morphology, syntax, lexicology, pragmatics, etc. In this diversity of linguistic fields, what is the role of acquiring grammatical competencies and how much do they affect a better performance in the Italian language? Through this presentation we will try to shed as much light as possible on this very important and controversial aspect of its teaching in the field of foreign languages.

Keywords: *grammar, role, competence, performance, foreign language*

Introduction

The new method of teaching grammar that appeared in America in the 1920s did not affect the Italian school system until the 1970s, this system followed the traditional approach of teaching grammar and translation. But after the 1970s this viewpoint begins to change. The most significant steps in this direction in Italy can be viewed in the 1970s and 1980s, under the influence of various authors such as: Searle, Austin, Humes, etc.

In Italy during the years 1982-1986 there

was a methodological revolution towards an opening regarding the teaching of grammar, so the new methodology had to take into account not only the traditional grammar which was based primarily on memorizing grammatical rules, but towards a grammar in function of communication and teaching of culture.

In the last 30 years, learning Italian like L2 and LS has fluctuated between these two learning models, between language use and analysis. However, from the 1990s to the present, these two methods of teaching grammar have come closer together.

Grammar and language

Knowledge of "grammar", i.e the language system and its functioning, should lead to a better understanding of its mechanisms and reflect on phenomena. In practice, however, grammar is often reduced to a set of rules that must be learned without understanding their purpose, taking into account that theoretical knowledge - or its application in exercises to test specific parts of speech or specific aspects such as signs of punctuation, vocabulary, different types of completion or sentence - in most cases it is a goal in itself and does not aim to really understand how language works, which on the contrary would be much more exciting.

The most functional aspects of grammar to reflect on language are above all those related to logical and periodic analysis. Among other things, paying attention to the sentence structure and hierarchy of information that comes out clearly when distinguishing the main and subordinate sentence helps a lot to understand the texts. It is not at all uncommon to hear a teacher discover that a boy has mistaken in a task because he did not understand the request. Special attention to this formative value of grammar, for its contribution to the development of reasoning and method, should be paid to students in the years between 9-year school and the first two years of high school, when children need to be equipped above all with the means to

approach it consciously.

Various theories on grammar

There are many trends in the history of grammar theories. Thus, from the middle of the 17th century, it emerges the Port Royal school in Paris, which takes into account "universal grammar". In this period the didactic approach to grammar was based on the model of dead languages like Latin and as Mezzadri (2003)¹ mentions, language learning was based on memorization rules and de-contextualized word lists. This method gave priority to the teaching of language and grammar through schemes filled with didactic activities. Emphasis was placed only on grammatical rules and not on communication and sociolinguistics.

But what are some of the most popular theories in the field of grammar study?

We can mention:

- **Port Royal grammar:** it is the "traditional" grammar², that of speech parts and manners and tenses; is based on grammatical linguistics, culminating in the 17th century in the *Grammaire Générale et Raisonnée* of the abbey of Port-Royal, born from the Enlightenment idea that, through reason, it was possible to identify universal grammatical categories for the analysis of languages, categories. thus "general" and "justified";
- **Functional Grammar:** which supports the description of the language starting from its functions, i.e from its uses and purposes, to reach the forms they express. The reference name is Martinet;
- **Generativist grammar:** for Chomsky there is a limited system of rules capable of generating all and only the exact sentences of a language, a system of rules that presupposes universal principles,

¹ Mezzadri M., "Insegnare la grammatica", in *In.it*, anno 4 N. 1 4/2003, pp. 4-9.

² Maria Cecilia Luise, *INSEGNARE LA GRAMMATICA, FILIM – Formazione degli Insegnanti di Lingua Italiana nel Mondo*, <http://venus.unive.it/filim>

which arise in the mind of the speaker;

- **Valencian Grammar:** based on the work of the Frenchman L. Tesnière; it starts from a metaphor derived from chemistry according to which a verb to complete the semantic structure is related to other linguistic units; therefore there are verbs zero-valent (to rain), monovalent (to live, run), bivalent (to eat, to call), trivalent (to give, to bring);
- **Eclectic grammar:** which uses different methods depending on the phenomenon considered and integrates them into a single theory.
- **Imperative / normative grammar:** which sets an unchanging and ideal model to which speakers should fit.
- **Descriptive grammar:** describing the regularities of a language by linguists; various theoretical models such as functionalism and generativist grammar.

A special type of grammar in this second sense is pedagogical grammar which consists of "presenting information on language for pedagogical purposes" Corder (1988).

As Rivers (1968) quotes, "Pedagogical grammar will take a definite form in relation to factors such as the subject objectives arising from [its] needs, the age and intellectual maturity of the students, the duration and intensity of the course of study, main differences between the second language and the mother tongue, which may affect the approach to be adopted in teaching and the identification of communication needs in the initial stages of a language course".

Each of these ways of describing a language has its own scientific basis and has or has had an important place in language learning. No one can say which one is best: depending on the language in question, the didactic situation, the historical period, the type of student, the choices may be different. In general, in light of what has just been said, we can say that an eclectic approach, capable of coherently integrating different

propositions is more accurate in the context of a humanistic-affective approach to language teaching.

New trends in the grammar of the 1900s

The new method of teaching grammar that appeared in America in the 1920s did not affect the Italian school system until the 1970s, this system according to Ricucci (2014)³ followed the traditional approach of teaching grammar and translation. But if in Italy the situation regarding the teaching of grammar remains unchanged, the same can not be said in the world. The changes are more pronounced in North America due to immigration needs that require new language initiatives toward pragmatic language use.

In 1927 Jespersen proposed the "inventive grammar" as a concrete rather than abstract model for achieving the form of language, giving more importance to the orality of language than to grammar, thus proposing a new inductive methodology for teaching grammar.

The America of 1940-1950 continues in this direction with the "Army Specialized Training Program". But a new trend can be seen on the horizon. This approach is mainly devoted to the launch of Hume's "Modern Language Project" in 1972, in which he speaks for the first time of "communicative competence" in contrast to Chomsky's "linguistic competence".

A brief overview of grammar teaching in Italy from the 19th century to the 1980s

From the 1800s to the 1900s, the teaching of grammar in Italy, through strict rules, was the main focus of its teaching.

With the birth of a united Italy and the spread of compulsory education throughout the nation, the aim of the school in general and of teaching Italian in particular was to

³ Ricucci (2014), https://iris.unito.it/retrieve/handle/2318/1713782/537686/Focus2DEF_WEBversion.pdf

give everyone literacy.

The teaching of grammar was characterized by a strong normative and evaluative-sanctioning approach, which aimed to punish any linguistic product that deviated from the norm, the stones of which were based on grammatical analysis and logical analysis of sentence and period. Therefore, textbooks were based on a normative concept of grammar, understood as a set of rules that the speaker must master in order to use the language correctly: through a whole series of mental exercises aimed at training the student.

The first signs of change in the teaching of Italian began in the 1960s, when, with the birth of the unified high school, the need began to be felt to provide the basic language teaching that would allow everyone to fully integrate into society. Widespread dialectophony, the imposition of a literary model of language and, above all, the illusion of the ability to learn Italian through the clear display of its rules were the factors that decreed the failure of a language teaching that was unable to satisfy the mass of Italians in terms of their schooling. On the basis of this newborn awareness, the educational experiences of some provincial teachers were born, such as: Don Lorenzo Milani, Bruno Ciari, Mario Lodi, and at the same time a debate began that took place involving teachers, educators and linguists.

In 1967 the "Italian Linguistic Society (SLI)" was founded, among whose declared interests was the teaching of language. The purpose of the renewal of traditional language pedagogy was then taken over by the "Language Education Intervention and Study Group (GISCEL)", an association of teachers, researchers and university professors founded in 1973 with direct affiliation from the IPH, which he published it in 1975. They are known as the "Ten Theses" for democratic language education, the first draft of which belongs to Tullio De Mauro, one of the promoters of this association. By denouncing the limits of traditional pedagogy, the basic principles of a new language education were defined,

the purpose of which was to favor the full mastery of basic language skills, an essential tool for a full integration into the society of each individual. Starting from those years characterized by a great desire for renewal, the expression "language education" began to spread to indicate a different approach to learning Italian, seen as a tool for the general formation of the individual. Since then, the teaching of Italian has changed significantly, becoming an opportunity for discussion and comparison even for a new generation of young linguists who have begun to take an interest in language learning at different levels of school, highlighting model inconsistencies. traditional resulting from excessive simplifications or layering of patterns.

The grammar of a language is the system of rules, the set of conventions that constitute the way of being a language; is, in the words of scholar Raffaele Simone, an "invisible" object, with the reconstruction and description of which linguistics deals. Therefore, starting from the linguistic data produced by the speakers, the linguist formulates hypotheses on the functioning of a certain language, hypothesizing a model, which he then verifies using other data.

Over the last thirty years, school grammars have adapted to some of the latest acquisitions of modern linguistics. However, they have seldom been able to propose a coherent theoretical model, the result of the reconstruction of a linguist; more often they are the result of successive stratifications, which have from time to time incorporated what emerged from the linguistic debate, choosing on the basis of what seemed most coherent in itself, but which in any case did not differ much from what it already was borrowing a more or less traditional didactic application.

Grammar or linguistic reflection?

A further specification needs to be made: the term "grammar" is not only very general, but today it is also a term understood in a negative sense. Today when we talk about that part of the curriculum that has to do

with the rules of language functioning, of "teaching grammar", the term linguistic reflection is used. This term is relatively new, and has been present in school curricula in Italy since 1979, as a result of a long ideological journey that has undermined the traditional concept of grammar of a language, a tradition that continues to die, as it dates back a long time, centuries ago and has been applied for a very long time in language learning. In fact, since the 1700s in language learning we have witnessed alternating, successive moments in which the analysis of language comes to the fore, with other moments in which the knowledge of the use of language prevails.

In recent decades, languages have been taught mainly on the basis of communication principles, which emphasizes the importance of the use and functional dimension of language, often at the expense of a clear and structured reflection on the mechanisms of language functioning.

The term linguistic reflection rehabilitates the importance of knowing the rules of operation and structure of a language, but at the same time aims to transcend the tradition of language teaching that focuses on grammar and the clear learning of morphosyntactic rules for language learning.

Deductive and inductive method of teaching grammar

The deductive method of teaching grammar implies that the student's success depends on the number of rules he can memorize.

More specifically it means the transition from the grammatical rule to its application in the sentence. The focus of this method is to explain the language norm. However, the deductive method of teaching grammar is characterized by schematization, memorization and application of the rule. In the textbooks used in this method, the division of topics into lessons is noticed,

the treatment of grammatical elements through complete grammatical tables and their formal titles. The fact which also is to be noted is that when using this method the student is passive.

The inductive method, in contrast to the deductive one, is characterized by the analysis of various texts and examples of a pragmatic nature for communication, towards the formulation of a grammatical rule.

The teacher does not present the rules deductively, but prepares an inductive path that leads the student towards active rule discovery. The teacher should promote student autonomy while the student is responsible for his or her own way of training.

Induction or deduction: advantages and disadvantages

The teacher who intends to undertake courses aimed at recognizing and systematizing the rules of operation of a language is faced with a basic choice: whether to promote a deductive or inductive process.

If he decides to start with a language rule to propose to students, explain it and then find and apply it in various forms, texts, exercises, he works deductively, from the general (rule) to the specific. (its application).

If, on the other hand, he decides to start from a text, from one or more examples of language to then arrive at the extrapolation of a rule, he works inductively, from the particular (applications) to the general (rule).

Today all teaching, not only that of languages, tends to give priority to inductive processes, because they are based on the discovery by the student, favor the autonomy of the student who becomes the protagonist of the acquisition process, compared to a centralized approach on direct teacher intervention.

In reality, both approaches have advantages and disadvantages: schematically, we can

say that a deductive path is easier to be accomplished by the teacher, faster to be accomplished and easier to be managed, but it is also more boring and less motivating; having a passive role; a deductive way is more motivating and attractive for students, who have an active role, but it requires more time to be accomplished, it requires a highly prepared teacher and ready to face unexpected demands and situations.

Of course, the basic structure of an educational project aimed at developing communication and meta-communication competence should be of the inductive type, but it is not realistic to think that all language reflection activities take place inductively, even for reasons of time.

Speaking of this argument we can quote Balboni (2006)⁴, who states that mediation between inductive desire and deductive necessity can be found in the initiation of all activities as much as possible starting from what is already known, on which to build a part of the road inductively, to then end up in the most complex, longer parts with a direct, frontal intervention by the teacher".

Often faced with a topic related to grammar, the teacher faces a dilemma: Explain everything about that topic? Explain all the exceptions, all the uses, all the functions, or choose, stop at a certain point? And in the latter case, when does it stop?

The need to choose the topics to be addressed and, within a given topic, the choice of the degree of detail to be proposed also depends on some purely didactic elements, including the fact that:

1. learning a language must have a strong functional basis: the language the learner learns must "serve" him to achieve communicative and expressive goals; but every student, or rather, every group of students, based on age, profession, interests, life plans, etc. there are various communication needs, which must be taken into account to select and graduate not

only the linguistic contents, but also the grammatical elements to be proposed;

2. a spiral program structure to be proposed to students has the advantage of being able to return to the same topic several times, to approach it from different perspectives or at different levels of depth; a spiral process allows one to continue with successive approaches to explore the whole and return to the points left out in the first approach as they appear as problems highlighted by students or noticed by the teacher.

It is an interesting opinion of Mezzadri⁵, who concludes that "what matters is not how much grammar the students know, but the quality of the grammar they know, a quality given by the essentials of knowledge depending on the level and the way has happened learning, where the essential is determined by the structures needed to perform communicative acts that occur in situations in which students are".

Grammar in the model of communicative competence

Without prejudice to the focus of the communication concept and the priority of language use, over time the basic goal of language learning has been defined as students pursuing a communicative and metacommunicative competence: a language curriculum is also needed. finds its place in the transition from linguistic competence to metalanguage competence, or rather, to meta-communicative competence, ie the transition from the ability to use rules, to the ability to explicitly describe and reason about rules, from the competence of use to the competence of use : this is therefore the field of linguistic reflection, which is not the memorization and passive application of rules, but an active process of linguistic analysis in search of regularities and patterns, in any case. should be included in the curriculum of Italian as a foreign language, even at the elementary levels

⁴ Balboni(2006),*Italiano lingua materna: Fondamenti di didattica*, UTET Università;

⁵ Mezzadri [LINK A http://www.initonline.it/n9/pag_4.htm]

where children learn.

The need to apply and create a language curriculum that aims at both the competence of the user and the competence in the use of the language does not mean that both aspects should be treated in the same way and at the same time; the rules are first mastered and then recognized, the monitoring function is applied to the language already acquired and a language is learned using it in meaningful and motivating contexts, as authentic as possible, without studying the rules; competence in use cannot precede competence in use and this principle can also be found applied in the key model of language teaching functioning: Didactic Unit, or Acquisition Unit, where reflection on the structure of language is the last step, after globalization, analysis and synthesis.

Forms, uses and functions

Overcoming the traditional conception of grammar as the morpho-syntax of a language means expanding the field of reflections made with and for students beyond the language in the narrow sense towards communication in a broad sense. Here we propose a logical scheme that allows us to consider the rules of a language in various aspects besides the purely morphosyntactic one.

Here, then, is that a grammatical "topic" needs to be explored in three aspects⁶:

- form: overcoming traditional grammar does not mean not to deal with grammatical linguistic rules, in their phonological, graphic, lexical, morphosyntactic, textual aspect, but it means to deal with them starting from texts that have both meaning for the student and containing sufficient examples. of the form we intend to investigate and work with students to complete the scheme that summarizes the forms in question and to identify any exceptions;

⁶ Maria Cecilia Luise, *INSEGNARE LA GRAMMATICA, FILIM – Formazione degli Insegnanti di Lingua Italiana nel Mondo*, <http://venus.unive.it/filim>

- use: a language has not only linguistic rules, but also rules, equally important to be known and respected, which determine its use within social and communicative contexts. It is therefore necessary to ask questions and find, if possible, together with the students, the answers: when students meet or will meet Italian in a natural, authentic context, they can find variants related to sociolinguistic aspects, of the register, of means of communication, geographical, etc.

- functions: we communicate because we want to achieve pragmatic goals, because we want to receive or give information, to direct the behavior of others: it is the functional dimension of language, which must be taken into account alongside the linguistic and socio-communicative. Therefore students should be guided to know and know what is expressed when that linguistic form is used, if there are other forms that in the language in use can express the same function: an example might be that of the simple future: the future of simply in Italian it is also used with the function of expressing doubt or supposition, while its main function, of expressing the actions that will take place, often in spoken language, is realized by the present pointer.

Grammar teaching: language teaching techniques

The path leading from competence to use to competence in use can be divided into a series of passages from which the latter falls into the traditional notion of "grammar" understood as the explanation and memorization of the rules of operation of a language.

Taking and adapting the opinion of Balboni (1998)⁷, we can represent this path as in the following stages:

1. *Hypothesis formation* - Each speaker, faced with a new language, creates spontaneous hypotheses about the mechanisms of its functioning; the student can be invited

⁷ Balboni (1998), *Didattica dell'italiano a stranieri*, Bonacci 7° edizione;

by the teacher, with a kind of inductive practice, to observe different texts to search for constants and to hypothesize the presence of a phonological, graphematic, morphosyntactic, lexical, textual, communicative rule; it includes activities and exercises that will be proposed before any lexical or grammatical explanation. To save time, it is often chosen to provide students with a text that focuses only on one structure, such as a substitution exercise that aims to give examples through which the student can inductively discover regularities. The goal is not to exercise or enforce, but to discover a rule; The teacher will then have to verify if the discovery has occurred.

2. *Hypothesis validation* - Teacher-led, but, if possible, by comparing and working in a peer group, the student can verify the existence of a rule by analyzing other texts or recalling similar examples. Language teaching techniques at this stage range from little or no structured techniques, such as peer-to-peer observation and discussion, to the administration of real-world language teaching techniques, such as recognition, substitution, and completion exercises. .

3. *Setting rules* - Promoted through intensive activities, to memorize and automatically enforce rules: for this stage the most commonly used language teaching techniques are of a structuralist matrix, such as model exercises, structural exercises based on stimulus repetition, response-amplification sequences. They are repetitive exercises that may have varying degrees of evaluation by students, as boring and repetitive in their "classic", structuralist version, but that can be adapted to become more acceptable and motivating.

4. *Re-use of rules* - It is accomplished through exercises to promote mastery of linguistic content and forms established in oral and / or written communication. Activities at this stage generally envisage three consecutive levels of study: fixation of linguistic material; free reuse of the same; creative use of language.

If we refer to the Common European Framework of Reference, which aims at communication skills and not for grammatical content, when learning a foreign language, many interesting and effective ideas can be derived from learning Italian as a non-native language. This approach is also known for young people, who study foreign languages starting from communicative competences and approaching grammar only functionally.

Conclusions

- Over the last thirty years, school grammars have adapted to some of the latest acquisitions of modern linguistics. However, they have seldom been able to propose a coherent theoretical model, the result of the reconstruction of a linguist; more often they are the result of successive stratifications, which have from time to time incorporated what emerged from the linguistic debate, choosing on the basis of what seemed most coherent in itself, but which in any case did not differ much from what it already was . there (meaning addition, not substitution), lending itself to a more or less traditional didactic application.

- Today we are witnessing a "return of grammar" in language learning, after several decades in which, in the name of language learning based only on communicative principles, have been used almost exclusively privileged skills and not those in use.

- However, going back to grammar does not mean that the problems traditionally associated with this area of language learning have been solved, including feeling it as a difficult or not very useful task on the part of the teacher, and living it with boredom and lack of motivation from the student.

Therefore, a general reflection on what it means to learn grammar in an Italian language class L2 and LS and more specific indications on the characteristics and methodologies of teaching grammar is needed.

We think that first of all a basic concept

needs to be clarified: teaching grammar is not a choice that can be made or not by the teacher or the text, but a fundamental part of any language curriculum, whether in the mother tongue or in a foreign language.

- After more than thirty years, between these two teaching models, deductions and induction, the learning of the Italian language depends, between the massive use of complete schemes and structural exercises to adjust the language and an inductive way that makes grammar a source of pleasure, by focused on the characteristic elements of the two different ways of teaching grammar to outline a third methodological proposition, which with the help of multimedia will try to establish a balance between communication and grammar.

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Ndërveprimi leksiko-historik i gjuhëve në kontakt vështruar në prizmin e gjuhës shqipe në raport me greqishten e re

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Abstrakti:

Fqinjësia gjeografike ka krijuar mundësi objektive për qasjen e shqipes me gjuhën greke, nisur nga kohë të hershme e deri më sot ku në leksikun e shqipes numërohen të jenë të shumta fjalët me burim autentik grek. Në këtë kumtesë priremi të evidentojmë sferën e ndikimit gjuhësor e leksikor të gjuhëve të lartpërmendura duke sjellë shembuj konkret e të gjurmueshëm në fjalorët e sotëm, por edhe duke shpjeguar se cilët kanë qenë faktorët historik që kanë ndikuar në ndërveprimin e dy gjuhëve si nga aspekti sasior, por edhe ai cilësor. Shprehjet e kuptimeve filozofike e shkencore, ato të historiografisë e të politikës, të demokracisë e të artit, të sporteve dhe të mekanikës, predominojnë në gjuhën shqipe si pasuri gjuhësore e vjelë nga korpusi i greqishtes së vjetër, i asaj të mesme dhe të re. Të gjitha këto pasqyrohen edhe përmes efektit fjalëformues që kanë parashtesat e greqishtes në formësimin e fjalëve të gjuhës shqipe. Gjithë këto mijëra fjalë të përdorura gjerësisht sot në nivel ndërkombëtar shprehin vlera njerëzore e mbinjerëzore, por edhe arritje të shumta kulturore. Vlen të shohim qasjen e këtyre gjuhëve pasi interes të veçantë paraqet aftësia e shqipes për të përshtatur në sistemin fonetik të saj gjithë atë mori konceptesh e nocionesh që kanë shenjuar fjalët greke në fjalëformimin e terminologjisë mjekësore të cilat arrijnë në masën prej 70%.

Fjalët kyçe: qasje gjuhësore, fjalëformimi, sistemi fonetik, parashtesat, terminologjia.

The geographical neighborhood has created objective opportunities for the access of Albanian to the Greek language, starting from early times until today where in the Albanian lexicon are counted many words with authentic Greek source. In this paper we tend to highlight the sphere of linguistic and lexical influence of the aforementioned languages by bringing concrete and traceable examples in today's dictionaries, but also by explaining what have been the historical factors that have influenced the interaction of the two languages in terms of quantity, but also the qualitative one. The expressions of philosophical and scientific meanings, those of historiography and politics, democracy and art, sports and mechanics, predominate in the Albanian language as a linguistic wealth collected from the corpus of ancient, middle and modern Greek. All these are reflected through the word-forming effect that Greek prefixes have in shaping the words of the Albanian language. All these thousands of words widely used today internationally express human and superhuman values, but also numerous cultural achievements. It is worth seeing the approach of these languages as of particular interest is the ability of Albanian

to adapt to its phonetic system all that range of concepts and notions that have marked the Greek words in the word formation of medical terminology which reach the extent of 70%.

Keywords: language approach, word formation, phonetic system, prefixes, terminology.

Në rastin tonë të dyja gjuhët që përbëjnë objektin kryesor të kumtesës sonë, pra si shqipja ashtu edhe greqishtja janë pjesë të së njëjtës familje gjuhësh që është ajo indoevropiane.

Ndikimet e shqipes nga gjuhë të tjera kanë qenë të theksuara, e këtu bëjmë fjalë për gjuhë të vendeve fqinje me të cilat shqipja ka qenë në kontakt për arsye të fqinjësisë me popujt që i flisnin këto gjuhë, e si rrjedhojë ka qenë në kontakt me greqishten në disa stade të evolucionit të saj si me dialektin dorik, me atë atik, me greqishten mesjetare dhe me greqishten e re, por edhe me latinishten duke u ndikuar nga stade të ndryshme evolutive të saj si për shembull latinishtja ballkanike, latinishtja italiane, latinishtja Gjenoveze, nga keltishtja kontinentale, nga sllavishtja, dhe nga turqishtja¹.

Gjuha shqipe me trajtën të cilën e njohim ne sot, nuk paraqet dëshmi të shumta të ekzistencës së saj të të shkruarit libror përpara shekullit të 15-të², ku kontaktet e folësve të saj me ata të greqishtes duket të përumben në lashtësinë greke, dhe kjo nëse dikush pranon se disa fjalë të greqishtes së vjetër i korrespondojnë gjuhës shqipe edhe sot si psh.: QEN - KIN.

Kryesisht në Shqipërinë e jugut, ekzistojnë zona që paraqiten si helenofone që nga antikiteti me kolonët e parë, fisët e dorëve, të cilët mbërritën nga Korfu në shekullin e 8-të para erës së re, dhe themeluan Durrësin (627 para erës sonë) dhe kolonë të tjerë që themeluan më vonë Apolloninë (588 para

erës së re)³.

Më e qartë bëhet situata e kontaktit të gjuhëve në fjalë, kur folësit e tyre, gjatë mesjetës kryesisht dhe gjatë periudhës së pushtimit osman realizojnë spostime të përkohshme dhe të përhershme të popullsisë në të dyja drejtimet. Madje nga shekulli i 13-të deri në shekullin e

15-të të erës sonë, janë të shumtë shqipfolësit që u instaluan në zona të ndryshme të Greqisë, si në Thessali, në Attikë, e në Peloponez, ku shqipja flitet ende edhe sot nga moshat e mëdha, e në rastin konkret bëhet fjalë për gjuhën e Arvanitasve të cilët në mesin e shekullit të 15-të banonin në Peloponez dhe ishin diku rreth 30.000 shqipfolës, por që gradualisht ata e abandonuan gjuhën arbëreshe edhe në përdorimin e saj si një gjuhë e dytë, pasi për këtë ndikoi negativisht pikëpamja e shumë arvanitasve grekë në lidhje me emigrantët shqiptarë⁴ dhe ndaj sot, ka një tendencë në zhdukje.

Prezenca e greqishtes ka qenë shumë intensive në arsimin shqiptar edhe gjatë shekullit të 19-të, madje kaq të afërta kanë qenë kontaktet e dy popujve sa që në vitin 1866 Jani Vreto pretendonte se populli shqiptar përbënte degëzim të grekëve dhe kjo vërehej në faktin se në këtë periudhë kohore si gjuha e shkruar ashtu edhe gjuha e dijes dhe e transmetimit të dijes ishte greqishtja. Në vitin 1878 funksiononin 163 shkolla greke në zonën e Gjirokastrës, të Beratit, e të Vlorës dhe në të treja këto zona, mësimi i gjuhës shqipe bëhej në dialektin tosk. Këtu hapësirë të gjerë kanë gjetur edhe shumë prej parashtesave të greqishtes në fjalëformin e gjuhës shqipe ky hynë për të mbetur parashtesa si: *agro* në fjalët

³ Kume, J., *Elementet greke në gjuhën shqipe dhe statusi i tyre në shqipen standarde*, (punim disertacioni), Tiranë, Universiteti i Tiranës, Fakulteti i Historisë dhe i Filologjisë, 2011, f.9.

⁴ Αθανασοπούλου Α., *Αλβανοί και Αρβανίτες: Πολιτισμική συνάφεια και μεταναστευτική εργασία στην Βόρεια Πελοπόννησο*, Σείρα: Ανθρωπολογία, 2006, Αθήνα: Αλεξάνδρεια 2006, σελ. 243.

¹ Κριμπάς Π., *Η διαχρονική συμβολή της ελληνικής γλώσσας στα γλωσσικά επίπεδα της αλβανικής*, Αθήνα 2014, εκδόσεις Παπαζήση, σελ. 435.

² Miranda Vickers, *The Albanians, A Modern History*, London: I.B. Tauris, 1995.

agroteknikë, agroturizëm, *aero* në fjalët aerodinamik, aerodrome, *hemo* në fjalët hemodinamikë, hemoragji, *anti* në fjalët antitezë, antipedagogjik, *gastro* si në fjalët gastronomi, gastroskopi, *endo* sin ë fjalët endotermik, endokrinologji etj. e shumë parashtesa të tjera si *epi* (*epigramatik*), *zoo* (*zooteknik*, *zoologjik*), *termo* (*termostatik*, *termometër*) etj.

Kontakti i radhës mes folësve të të dy vendeve ishte rreth viteve 1990, kur në Greqi shkuan shumë emigrantë nga e gjithë Shqipëria, por kryesisht nga Shqipëria e jugut. Rezultat i këtij fluksi të madh shqiptarësh në Greqi, ishte që gjatë riatdhësimit të tyre, kemi një prurje të shumë fjalëve neohelene, si për shembull fjalë në fushën e gatimit, në terminologjinë teknike, në sociolekte të ndryshme etj., fjalë të cilat nuk përbëjnë pjesë të shqipes autentike, por përdoren ama, kryesisht nga individë që jetuan ose jetojnë në Greqi. Në çdo rast nuk duhet të harrojmë se nëse ndikimi i greqishtes mbi shqipen, të paktën në fushën e fjalorit ka qenë shumë intensiv, e akoma më i theksuar ka qenë për shekuj me radhë ndikimi i latinishtes popullore në nivele të shumta të shqipes.

Ndikimi i një gjuhe A në një tjetër B, mund të vërehet nga këndvështrime të ndryshme, si p.sh., 1) në varësi të faktit nëse gjuha B ka huazuar material gjuhësor direkt nga gjuha A, ose nëse lënda gjuhësore është huazuar në mënyrë të tërthortë përmes një gjuhe tjetër me ndërmjetësim. 2) niveli gjuhësor në të cilin u ushtrua ndikimi si p.sh.: leksiku, sintaksa, morfosintaksa, fonetika-fonologjia, shenjuesi etj., 3) stadi, dialekti, idioma, larmi leksikore, etj., të gjuhës B, tek të cilat ka ndikuar gjuha A.

Ndikimi më i madh i gjuhës greke përkundrejt shqipes vërehet në nivelin e leksikut sepse këtu ndihet se ky ndikim është i drejtpërdrejtë. Edhe nëse këtu marrim parasysh fjalorin e Gustav Mayerit të 1891, Fjalori etimologjik i gjuhës shqipe, ky fjalor ka 5140 fjalë nga idioma të ndryshme të shqipes (gjuha e arvanitasve p.sh.), dhe ndërkohë ka 840 fjalë të huazuara nga greqishtja e re. Këtu gjenden fjalë si:

nikoqir, prikë, katoi, gliko, argas, ormis, stolis, avlli, igrasi, fole etj. Gjithashtu janë të shumta antroponimet dhe toponimet që gjuha shqipe ka huazuar nga greqishtja. Këtu bëhet fjalë për një kategori fjalësh si: Jorgo, Panajot, Kosta, Kristo, Perikli, Ligoraq, Vasillaq, Afërdita e shumë të tjera dhe toponime si: Saranda⁵.

Nga greqishtja mesjetare kemi prurje në gjuhën shqipe me fjalë si: idhull –είδωλο, qiri- κερί, manastir-μοναστήρι⁶ etj.

Në kategorinë e huazimeve të tërthorta, këtu hasim fjalë që gjuha shqipe i ka pranuar si ndikime nga latinishtja dhe nga pasardhësit e saj gjuhët romanike si edhe nga turqishtja. Psh.: kemi fjalën kishë që derivon nga latinishtja *ecclesia* që del nga greqishtja *εκκλησία*. Në këtë kategori prurjesh vijnë edhe të gjithë termat librorë të regjistrit të lartë që brumosën frëngjishten dhe italishten e më pak gjermanishten dhe anglishten e që kanë në rrënjën e tyre fjalë greke fjalë të cilat u përhapën në të gjitha gjuhët evropiane dhe që sot mbartin cilësimin ndërkombtarizma. Këtu hyjnë të gjithë termat e teknikës dhe të shkencës si: biologji, gjinekologji, makroorganizëm, psikologji etj.

Gjithsesi ajo që mund të themi është se prezenca e huazimeve nga greqishtja vërehet të jetë më e lartë në dialektin e toskërishtes sesa në atë geg dhe ndërkohë është mjaft i qartë ky ndikimi në të folmen e arvanitasve dhe të arbëreshëve të Italisë së jugut. Vlen këtu të përmendim edhe rastin e huazimeve përkthimore në trajtën e kalkeve në bazë të parimit të fjalëformimit grek, si psh.: θεοτόκος- hyjlindëse, periudhë- περίοδος.

Përtej sa referuam më sipër fjalëformimi

⁵ Κριμπάς Π., *Η διαχρονική συμβολή της ελληνικής γλώσσας στα γλωσσικά επίπεδα της αλβανικής*, Αθήνα 2014, εκδόσεις Παπαζήση, σελ. 446.

⁶ Kume, J., *Elementet greke në gjuhën shqipe dhe statusi i tyre në shqipen standarde*, (punim disertacioni), Tiranë, Universiteti i Tiranës, Fakulteti i Historisë dhe i Filologjisë, 2011, f.139-143.

i gjuhës shqipe njihet edhe rastet me parashtesë të greqishtes siç janë: anti-, auto-, foto-, gjeo-, hidro-, iper-, mega-, mikro-, peri-, poli-, proto-, pseudo-, psiko-, sin-, tele-, teo-, termo- etj., parashtesa të cialt kanë pasuruar ndjeshëm fjalorin e gjuhës shqipe⁷.

Nëse duam të shohim rastin e ndikimit nga greqishtja e vjetër, në këtë kategori kemi pak fjalë të cilat kanë hyrë si huazime të drejtëpërdrejta në gjuhën shqipe e këtu bëhet fjalë për raste si: lakër – λάχανον, lëpjetë- λάπαθον, preshe-πράσον etj.

Përfundime

Nga prezantimi i mësipërmë besoj se duket roli ndikues i greqishtes i cili nis që nga antikiteti, vijon në periudhën helenistike, vazhdon në periudhën romake, në mesjetë, përgjatë pushtimit osman dhe ullet në nivelin e ndikimit gjatë periudhës së rilindjes në shekullin e 19-të ku kemi formimin e shteteve ballkanike, me pavarësinë e popujve të Ballkanit nga pushtimi osman dhe ku gjuha e secilit komb merr rëndësi të veçantë dhe përbën prioritet për shtetformimin. Sigurisht që ndikimi gjuhësor vijon edhe sot kryesisht në shtrirjen e dialektit tosk, kryesisht në folësit e shqipes në brendësi të territorit të Republikës Greke, pra tek arvanitasit, por edhe te ajo pjesë e popullatës shqipfolëse e cila predominohet nga dogma lindore e Krishtënit të cilët për fjalëformimin e tyre të neologjizmave janë ndikuar më së shumti nga greqishtja e re dhe më pak nga greqishtja e vjetër, përmes latinizimeve dhe gjuhëve romanike. Arsytet kryesore të këtij ndikimi gjuhësor kanë qenë sipas probabilitetit folësit e greqishtes që banonin në mjediset ku shtrihej shqipja siç është rasti i vorioipirotëve dhe të shqiptarëve të jugut të cilët zakonisht paraqesin dukurinë e dygjuhësisë pasi zhvillonin aktivitete të shumta tregtare me Greqinë.

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Ndërrimi i kodit gjuhësor gjatë orëve mësimore në arsimin e lartë

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Abstrakt

Ndërrimi i kodit gjuhësor ndodh kur një folës alternon dy ose më shumë varietete gjuhësore brenda një bisedë të vetme. Është një formë mjaft e zakonshme e ndërveprimit dygjuhësh, e cila manifestohet në mënyra të ndryshme dhe shërben funksione të ndryshme. Qëllimi i këtij punimi është të identifikojë, përshkruajë, dokumentojë dhe analizojë funksionet e ndërrimit të kodit mes anglishtes dhe shqipes gjatë orëve mësimore të kursit *Sociolinguistikë e Gjuhës Angleze* në Universitetin "Ismail Qemali" Vlorë. Në këtë hulumtim cilësor, teknikat dhe procedurat e përdorura për mbledhjen e të dhënave janë vëzhgimi, regjistrimet. Gjetjet tregojnë se ndërrimi i kodit gjuhësor përdoret për funksione pedagogjike për t'u angazhuar me studentët, për të shpjeguar, për të theksuar një koncept gjuhësor, për të nxjerrë konkluzione, për të shprehur reagime dhe për të ilustruar situata të ngjashme sociolinguistike në shqip, si edhe për funksione afektive, shoqërore e komunikuese. Ky punim zgjeron kuptimin tonë për fenomenin sociolinguistik të ndërrimit të kodit në kontekstin dygjuhësh të arsimit të lartë e thekson çështje praktike për t'i kuptuar e njohur vlerat e funksioneve të ndërrimit të kodit gjuhësor.

Fjalët kyçe: ndërrim i kodit, funksionet, dygjuhësi, leksione, arsim i lartë.

Abstract

Code switching occurs when a speaker alternates between two or more language varieties in a single conversation. It was found that code switching is a quite normal form of bilingual interaction, which manifests itself in diverse ways and serves different functions. The aim of this paper is to identify, describe, document and analyze the functions of code switching between English and Albanian during lectures of the course in *Sociolinguistics of the English Language* at University "Ismail Qemali" Vlorë. In this qualitative research, the techniques and procedures used for data collection are observation, recordings. The findings indicate that code switching is used for pedagogical functions to engage with students, to explain, to emphasize a language concept, to make inferences, to give feedback and to illustrate similar sociolinguistic situations in Albanian, and for affective, social and communicative functions. This paper broadens our understanding of the sociolinguistic phenomenon of code switching in bilingual context of higher education. It highlights practical issues to understand the functions and to acknowledge the effectiveness of code switching in the classroom.

Keywords: code-switching, functions, bilingualism, lectures, higher education.

Hyrje

Ndërrimi i kodit¹ lidhet ngushtë me dygjuhësinë dhe shumëgjuhësinë. Dygjuhësia nënkupton aftësinë për të përdorur dy gjuhë apo kode gjuhësore. Termi 'dygjuhësi' është prezantuar për herë të parë nga Bloomfield (1) në 1935, si aftësia për të përdorur dy gjuhë ose për të pasur zotërim të ngjashëm me gjuhën amtare në dy gjuhë. Njerëzit dygjuhësh dhe shumëgjuhësh në përgjithësi priren të kalojnë nga një kod gjuhësor² në një tjetër gjatë bisedave të tyre. Ndërrimi i kodit përkufizohet si praktikë e kalimit sa nga njëra gjuhë/dialekt/regjistër në një gjuhë/ dialekt/regjistër tjetër dhe haset shumë më shpesh në gjuhën e folur sesa në atë të shkruar.(2) Gumperz (3) e përkufizon ndërrimin e kodit si "përballja e dy sistemeve ose nënsistemeve të ndryshme gjuhësore/gramatike brenda të njëjtit bashkëbisedim". Studiues të ndryshëm e shohin ndërrimin e kodit si një mënyrë ose formë komunikimi që është e zakonshme në një shoqëri dygjuhëshe ose shumëgjuhëshe. (4) Përdorimi i ndërrimit të kodit ndodh zakonisht edhe gjatë proceseve të mësimdhënies së gjuhëve të huaja, (5) dhe në këto raste ai vlerësohet si menaxherial, vepron më shumë si një mjet për të menaxhuar dhe lehtësuar ndërveprimin dhe të mësuarit. Në klasat e anglishtes si gjuhë e huaj, ndërrimi i kodit haset si në ligjërimin e mësuesve ashtu edhe në atë të nxënësve.(6) Në vitet 1980, ndërrimi i kodit gjuhësor tërhoqi vëmendjen si një fenomen i veçantë dhe si një strategji specifike e mësuesve të gjuhëve të huaja. Që atëherë, ka pasur një debat të vazhdueshëm nëse ndërrimi i kodit mes gjuhës amtare dhe gjuhës së huaj në orën e mësimit të gjuhëve të huaja është i dobishëm apo pengues.(7)

Disa studiues (8) kanë argumentuar se në mësimdhënien/mësimnxënien e gjuhës së huaj duhet të përdoret ekskluzivisht gjuha e huaj (Gj2 – gjuha e dytë) dhe mësuesit duhet të përqendrohen në krijimin e një mjedisi të pastër të gjuhës së huaj, pasi këto janë

modelet e vetme gjuhësore ndaj të cilave studentët janë të ekspozuar. Përveç kësaj, ata kanë pohuar se nuk është e nevojshme që nxënësit të kuptojnë gjithçka që u thuhet nga mësuesi dhe ndërrimi i kodit mund të ndikojë negativisht në mësimin e gjuhës së huaj. Sipas mendimit të tyre, kalimi në gjuhën amtare (Gj1 – gjuha e parë) minon procesin e të mësuarit, ndërsa mësimdhënia tërësisht përmes Gj2 ka përfitime të shumta, si për shembull, ndihmon në ndërtimin e një gjuhe të huaj reale si edhe bën që nxënësit të përjetojnë paparashikueshmërinë. Wong-Fillmore,(9) për shembull, është i mendimit se nxënësit që janë mësuar ta dëgjojnë mësuesin e tyre të përdorë gjuhën amtare priren ta shpërfillin gjuhën e huaj dhe, për rrjedhojë, të mos përfitojnë plotësisht gjatë procesit të mësimnxënies.

Nga këndvështrimi i mësuesve, ndërrimi i kodit gjuhësor nuk kryhet gjithmonë me vetëdije, kështu që mësuesit nuk janë gjithmonë të vetëdijshëm për funksionet dhe rezultatet e ndërrimit të kodit gjuhësor. Pavarësisht nëse mësuesi i ndërron kodet me vetëdije a jo, ky proces shërben disa funksione bazë, të cilat mund të jenë të dobishme në mjediset e të mësuarit të gjuhës. Janë bërë studime të shumta mbi dukurinë gjuhësore të ndërrimit të kodit në klasa dygjuhëshe edhe në nivel universitar. Sipas Zabrodskaia, (10) lektorët këmbëjnë kodet mes estonishtes dhe rusishtes qëllimisht për të lehtësuar të kuptuarit dhe për të nxitur një ndërveprim kuptimplotë në klasë. Taha (11) raporton se lektorët kalojnë nga anglishtja në arabisht dhe anasjelltas si një mjet e strategji pedagogjike për një ndërveprim efektiv në klasë, si edhe për të kultivuar solidaritetin me studentët. Po ashtu, sipas Li, (12) lektorët ndërrojnë kodet mes kantonishtes dhe anglishtes për të arritur qëllime komunikuese, për të qartësuar konceptet e vështira, për të zgjeruar e konsoliduar leksikun dygjuhësh të studentëve, për të zvogëluar distancën sociale me studentët e për t'i ndihmuar ata psikologjikisht.

Disa prej funksioneve që luan ndërrimi i kodit gjuhësor janë renditur nga Mattsson dhe Burenhult (13) dhe ato janë: funksioni i ndërrimit të temës, funksionet afektive dhe

¹ ang. *code switching*

² *Kodi gjuhësor* i referohet një sistemi gjuhësor ose thjesht një gjuhe.

funksionet përsëritëse. Funksione të tjera të studiuar nga Reyes (14) janë: përfaqësimi i ligjëratës, imitimi i një citimi, ndihmëse kur fjala kalon nga një folës te një tjetër, zhvendosje e temës së bisedës, ndërrimi i situatës, këmbëngulja, vënia e theksit, sqarimi ose bindja, specifikimi i personave dhe ndërrimi i pyetjeve.

Materialet dhe metodat

Ky studim ka për qëllim të përpunojë, analizojë dhe paraqesë në mënyrë objektive të dhënat rreth shfaqjes së dukurisë së ndërrimit të kodit gjuhësor nga anglishtja në shqip dhe anasjelltas gjatë mësimi të gjuhës angleze në kontekst të arsimit universitar. Të dhënat janë grumbulluar gjatë ndërveprimeve të 15 orëve mësimore të regjistruara në Google Meet gjatë periudhës tetor 2020 – shkurt 2021 të zhvilluar on-line për shkak të pandemisë së Covid-19. Janë orë mësimore në kursin e Sociolinguistikës mes autores së parë të këtij punimi dhe studentë të vitit të dytë të Masterit Profesional në *Mësimdhënie në gjuhën angleze* në Departamentin e Gjuhëve të Huaja, Fakulteti i Shkencave Humane, Universiteti “Ismail Qemali” Vlorë. Të gjithë pjesëmarrësit janë studentë të gjuhës angleze me gjuhë amtare shqip, pra sfondi gjuhësor i tyre është i njëtrajtshëm. Janë transkriptuar ato episode që përmbajnë ndërrim të kodit gjuhësor.

Studuesit që përdorin metodën cilësore interesohen të kuptojnë botën e tyre dhe përvojat e tyre në botë. (15) Kërkimi cilësor përdor metoda të tilla si vëzhgimi i pjesëmarrësve ose studimet e rastit, të cilat rezultojnë në një tregim narrativ, përshkrues të një mjedisi ose praktike. (16) Prandaj, metoda e përdorur është ajo cilësore. Me anë të metodës cilësore do të përdoret analiza e diskursit e cila studion gjuhën e natyrshme, të vërtetë, krahasuar me tekstin që vjen nga kontekste më artificiale, dhe “synon të nxjerrë kuptime dhe fenomene sociale dhe kulturore nga ligjërimi i studiuar”. (17)

Në këtë analizë, teknikat dhe procedurat e përdorura për mbledhjen dhe përpunimin e të dhënave janë vëzhgimi, regjistrimi e transkriptimi. Intervista me lektoren (që

është edhe autore e parë e këtij punimi) për të zbuluar mendimet e saj apo arsytet pse është përdorur ndërrimi i kodit e me ç’qëllim, do të pasqyrohet në formën e interpretimeve të bëra përgjatë prezantimit të rezultateve të analizës.

Rezultatet dhe diskutime

Rezultatet e kësaj analize me objekt studimi funksionet e ndërrimit të kodit gjuhësor nga anglishtja në shqip dhe anasjelltas, duket se i mbështesin rezultatet e studimeve mbi këtë dukuri gjuhësore, të cilat sugjerojnë se “kalimi në gjuhën amtare domosdoshmërisht shërben disa funksione bazë që mund të jenë të dobishme në mësimdhënien/mësimnxënien e gjuhëve të huaja”. (18) Rezultatet tregojnë se ndërrimi i kodit përdoret gjatë ndërveprimit mes lektores dhe studentëve, nga të dyja palët, por me funksione të ndryshme. Të dhënat nga regjistrimet e orëve mësimore e përforcojnë pikëpamjen funksionale të ndërrimit të kodit.

Në kontekstin e mësimdhënies në programin e studimit Master Profesional në *Mësimdhënie në gjuhën angleze*, supozohet që gjuha e përdorur të jetë ajo angleze. Por, ky rregull ‘shkelet’ në rastet kur shihet që studentët nuk i kuptojnë konceptet apo teoritë në gjuhën angleze. Bëhet ndërrimi i kodit me qëllimin dhe shpresën që konceptet do të kuptohen në një gjuhë më të njohur për ta, që është gjuha shqipe.

Një element interesant që u vërejt gjatë orëve të regjistruara është edhe sjellja e një gjuhe të tretë në ndërrimin e kodit në klasë, që është gjuha italiane. Duke u nisur nga fakti që studentët e kanë studiuar italishten si gjuhë të dytë gjatë programit në studimet Bachelor edhe Master Profesional, ata kanë njohuri mbi mesataren në këtë gjuhë. Kjo gjë ka shërbyer për t’i parë në disa raste çështjet, nocionet sociolinguistike nga një këndvështrim gjuhësor më i gjerë, duke i krahasuar tri gjuhët.

Bazuar në analizën tonë, funksionet e ndërrimit të kodit gjuhësor mund të kategorizohen në dy grupe, të cilat mund t’i emërtojmë: (a) *funksionet pedagogjike*,

të cilat synojnë mbarëvajtjen e përcjelljes së informacionit të studenti dhe (b) *funksionet sociale*, me anë të të cilave arrihet një mirëkuptim, komunikim në aspektin njerëzor; krijohet një solidaritet, i nevojshëm veçanërisht në kushtet e vështira, sfiduese e të pazakonta në të cilat është zhvilluar mësimi virtual së fundmi.

Te *funksionet pedagogjike* hyjnë: funksioni shpjegues, theksues, përsëritës, përmbledhës, ilustrues, funksioni i kontrollit të dijeve, i feedback-ut, i ekuivalencës dhe i zhvillimit të fjalorit terminologjik.

Në rastin e funksionit shpjegues të ndërrimit të kodit gjuhësor, vërehet kalimi nga Gj2 në Gj1 kur shfaqet nevoja për një shpjegim të mëtejshëm. Në këto raste, vëmendja e studentëve përqendrohet te njohuritë e reja duke ndërruar kodin dhe në përputhje me rrethanat duke përdorur gjuhën amtare. Në fakt, duke ndërruar kodin gjuhësor, ndërtohet një urë nga e njohura (gjuha amtare) tek e panjohura (përmbajtja e re në gjuhë të huaj) për të transferuar përmbajtjen dhe kuptimin e ri. (19) Mësuesi mund t'i shfrytëzojë njohuritë e mëparshme në gjuhën amtare të nxënësve për të rritur të kuptuarit në gjuhën e huaj. (20)

Një funksion tjetër i ndërrimit të kodit është funksioni theksues. "Mesazhet e rëndësishme mund të përforcohen ose theksohen kur përcillen në gjuhën mëmë". (21) Kjo formë e ndërrimit të kodit është shfaqur edhe në ndërveprimet në klasë me qëllim që të theksohen elemente të caktuara gjuhësore, veçanërisht ato teorike të lidhura në mënyrë specifike me materialet mësimore në Gj2, për të shmangur keqkuptimet. Funksioni përsëritës lidhet ngushtë me funksionin theksues. Shfaqet në rithënien e një fjalie apo fraze në Gj2 dhe Gj1. Përsëritja bëhet për të përafuar e ballafaquar nocionet në të dyja gjuhët, në mënyrë që studentët të mund të kuptojnë më mirë fjalët ose frazat e thëna nga mësuesi. Për më tepër, Mattsson dhe Burenhult (22) zbulojnë se rëndësia e përsëritjes në ndërrimin e kodit është të vë në pah mesazhin që jepet pas një thënieje. Sipas Eldridge, (23) përsëritja është një situatë ku "mesazhet përforcohen, theksohen ose sqarohen kur mesazhi është

transmetuar në një kod e gjithësesi nuk është kuptuar". Fragmenti më poshtë ilustron funksionin përsëritës me qëllim theksimin e konceptit 'gender-exclusive speech forms' për të shmangur keqkuptimet e për ta përforcuar mesazhin. (Me L shënohet lektorja dhe me S studenti/ja).

(1) *L: Gender-exclusive speech forms, that means, some forms are used only by women and others are used only by men, reflect gender exclusive social roles. Pra, format e ligjërimit që përdoren ekskluzivisht nga njëra gjini, që do të thotë se disa forma të caktuara përdoren vetëm nga femrat dhe format e tjera përdoren vetëm nga meshkujt, pasqyrojnë role shoqërore që lidhen në mënyrë ekskluzive me gjininë.*

Sipas Gumperz (24) dhe Brice, (25) një funksion tjetër i përsëritjes në ndërrimin e kodit gjuhësor është të kontrollohet të kuptuarit. Kjo formë e kalimit të kodit nga Gj2 në Gj1 ka si funksion të shqyrtojë e rishikojë materialin e mësuar më parë, për të përcaktuar nivelin e të kuptuarit e të nxënësve të materialit nga ana e studentit.

Edhe funksioni i feedback-ut, kur pyetet për mendimet a opinionet e studentëve në lidhje me mësimin e saposhpjeguar, shërben për të përcaktuar shkallën e të kuptuarit të materialit të ri, për të diagnostikuar pjesët që ata kanë zotëruar dhe ato problematikat që kërkojnë shpjegim të mëtejshëm. Ndërrimi i kodit mundëson si pedagogun ashtu edhe studentët të kapin plotësisht thelbin e diskutimeve të tyre të komenteve.

Në lidhje me funksionin sqarues, u gjenden fragmente të ndërrimit të kodit si nga lektorja ashtu edhe nga studentët për të sqaruar ose për të konfirmuar një shpjegim, një informacion apo një pyetje, për të shmangur keqkuptimin në Gj2. Përdorimi i ndërrimit të kodit bëhet mjeti që lektorja përdor për të konfirmuar ose sqaruar kuptimin e komunikimit të saj, apo për të sqaruar shpjegimin e saj të mëparshëm në anglisht. Ndërsa nga ana e studentëve, funksioni sqarues shfaqet shpesh në formën e pyetjes, sic shihet te shembulli i mëposhtëm me ndërrimin e kodit në Gj1.

(2) *L: Jargon is the vocabulary used*

exclusively by a particular group, such as the members of a profession or a subculture.

S: Më falni, pse, nuk është zhargoni gjuha e përdorur në jetën e përditshme apo gjuha që flitet në rrugë?!

L: Jo, këtu ngatërrohem me termin 'sleng'.

Pyetja e studentes bëhet për të sqaruar një konceptim paraprak të saj të gabuar dhe lektorja iu përgjigj pyetjes së studentes në të njëjtin kod, në Gj1.

Ndërrimin e kodit e pamë të shfaqur edhe në raste për të nxjerrë përfundimet apo për ta përmbledhur edhe një herë shpjegimin e një tematike gjuhësore. Kodi gjuhësor bazë i përdorur gjatë leksionit është gjuha angleze. Megjithatë, vërehet kalimi në shqipe kur bëhet përmbyllja e mësimit.

(3) **L: ...Atëherë, çfarë pamë sot së bashku ishte edhe koncepti i slengut, i cili krijohet me të njëjtat procese të ligjërit të përditshëm. Fjalët mund të mbartin kuptime të reja, si për shembull, fjala 'cool'...**

Në lidhje me funksionin e ekuivalencës, është parë që studenti përdor ekuivalentin në gjuhën amtare të një njësie të caktuar leksikore të gjuhës së huaj dhe ndërron kodin në gjuhën amtare, kur i mungon kompetenca gjuhësore në gjuhën e huaj. Ekuivalenca, në këtë rast, funksionon si një mekanizëm mbrojtës për studentët pasi iu jep atyre mundësinë për ta vazhduar komunikimin duke i kapërcyer boshllëqet që rrjedhin nga mosdija në gjuhën e huaj, siç mund të shihet në fragmentin e mëposhtëm:

(4) **S: ...women tend to use more of the standard forms than men, while men use more of the ... gjuhën popullore.**

Nga ky shembull e kuptojmë se studenti nuk kishte njohuri për termin 'vernacular' në Gj2, e për këtë arsye ndërron kodin në Gj1 duke dhënë ekuivalentin 'gjuhë popullore' në shqip, e duke mos e ndërprerë mendimin. Një tjetër funksion i ndërrimit të kodit gjuhësor vërehet edhe me funksionin e zhvillimit të fjalorit specifik terminologjik. Kjo formë e ndërrimit të kodit bëhet kur diskutohet për koncepte e terma të caktuara që lidhen me një fushë të caktuar, të cilat mund të jenë plotësisht të panjohura për

studentët në gjuhën mëmë, siç është në rastin tonë të Sociolinguistikës për shembull edhe koncepti i ndërrimit të kodit gjuhësor (ang. *code switching*) në këtë punim.

Ndërrimi i kodit shfaqet edhe me funksionin ilustrues, në rastet kur jepen dukuri sociolinguistike në gjuhën shqipe të njëjta me gjuhën angleze, për analogji, për përjasje. Nëse studenti prezantohet me ilustrime a shembuj të koncepteve a dukurive tashmë të njohura në gjuhën shqipe, e ka më të thjeshtë ta kuptojë e përthith informacionin e ri. Stern (26) ka vënë në dukje se meqenëse nxënësi punon në mënyrë të pashmangshme duke u bazuar në gjuhën amtare, do të ishte e dobishme për të të "orientohet drejt gjuhës së huaj përmes gjuhës amtare ose duke i lidhur fenomenet në gjuhën e huaj me ekuivalentët e tyre në gjuhën amtare".

(5) **L: In this example, the different linguistic varieties used in Sauris are distinct languages, which have different social distribution. Si në rastin e fshatit Nartë në Vlorë, ku banorët janë dygjuhësh dhe greqishtja me shqipen përdoren në domene të ndryshme. Me njëri-tjetrin, ata përdorin greqishten, ndërsa me njerëz jashtë fshatit të tyre, në shkollë, apo në institucione publike përdorin shqipen...**

Në fragmentin më sipër (5), për të ilustruar më tej konceptin e varieteteve gjuhësore në komunitetet dygjuhëshe, ndërrohet kodi në shqipe për të dhënë një shembull komuniteti të njohur për studentët. Pas këtij ndërrimi të kodit, u vu re një interesim më i madh nga studentët dhe një pjesëmarrje e tyre më aktive në diskutim.

Në grupin e dytë të funksioneve të ndërrimit të kodit, i cili është grupi i *funksioneve sociale*, përfshihen: funksioni afektiv, funksioni komunikues dhe ai menaxhues, të cilët shërbejnë për të këshilluar, për të dhënë udhëzime, për të krijuar humor, afritimet me studentët e mirëkuptim në komunikim.

Ndërrimi i kodit mbart edhe funksione afektive që shërbejnë për shprehjen e emocioneve. Vërehet, për shembull, gjithnjë përdorimi i gjuhës shqipe në fillim të

mësimi, kur flitet për situatën shqetësuese të krijuar nga pandemia globale e COVID-19, për gjendjen shëndetësore të studentëve dhe të familjarëve të tyre. Në këtë mënyrë, ndërrimi i kodit shërben për të krijuar një atmosferë e frymë më miqësore me studentët, si për tu solidarizuar në këtë situatë të vështirë e sfiduese, ashtu edhe për t'u njohur më mirë me njëri-tjetrin në kushtet e pazakonta të procesit mësimor virtual.

Një tjetër funksion social është ai komunikues, i cili shërben ndër të tjera për të kontrolluar konflikte apo keqkuptimet a mosmarrëveshjet. Studentët ndërrojnë kodin nga Gj2 në Gj1 për të shmangur keqkuptimet, si një strategji për të transferuar kuptimin e synuar sa herë që ka njëfarë mungese të leksikut kulturor ekuivalent mes gjuhës amtare dhe asaj të huaj.

Funksioni i fundit i ndërrimit të kodit gjuhësor është funksioni menaxhues i cili mund të ilustruhet me përdorimin e shqipes për të ndihmuar në menaxhimin e orës mësimore on-line, në problemet e shumta teknike në lidhje me audion, videon, ndjekjen e mësimi, nisjen e detyrave on-line e teknikalitetet që duhen ndjekur në përgjithësi për mbarëvajtjen e procesit mësimor. Gjatë ndërveprimeve të kësaj natyre, shpesh ndërrohet kodi nga Gj2 në Gj1 sepse gjykohet që tematika në fjalë nuk është pjesë e transferimit të njohurive.

(6) L: ... Today, we are talking about diglossia.

S: *Profesore, na falni, por u shkëput linja dhe nuk ju dëgjuam.*

L: *Le të fillojmë edhe një herë.*

Shembuj të tjerë ilustrues të këtij funksioni janë: kur një student me kamerën hapur fillon të drekojë apo kur lihet altoparlanti hapur dhe dëgjohen aksidentalisht biseda apo edhe grindje familjare, apo edhe kur nga 'aksidente' të vogla krijohen situata komike e argëtuese.

Përfundime

Nga gjetjet tona rezulton se ndërrimi i kodit gjuhësor shërben një sërë funksionesh pedagogjike, për të shpjeguar, për të

theksuar koncepte gjuhësore, për të nxjerrë konkluzione, për të dhënë reagime dhe për të ilustruar dukuri sociolinguistike të ngjashme me shqipen, për të qartësuar konceptet e vështira, për të zgjeruar e konsoliduar leksikun dygjuhësh të studentëve. Në fakt, vërehet që ndërrimi i kodit mes anglishtes dhe shqipes shërben për të kryer edhe një mori funksionesh sociale e afektive, si një mjet e strategji pedagogjike për një ndërveprim të efektshëm në klasë, për të arritur qëllime komunikimi, si edhe për të krijuar solidaritet me studentët.

Në përfundim të këtij punimi, mund të themi se jemi të mendimit që gjuha e mësimdhënies në nivel universitar duhet të jetë kryesisht gjuha e huaj, por, me ndërhyrje minimale të gjuhës amtare, në rastet kur shihet e domosdoshme nga ana e mësuesit për të siguruar një proces mësimor të suksesshëm, duke shfrytëzuar dobinë që sjell dygjuhësia në klasë. 3Përderisa nuk është arritur ndonjë marrëveshje mes studiuesve në lidhje me ndërrimin e kodit në orën e gjuhës së huaj, mund të jetë më e pranueshme që ndërrimi i kodit të lejohet sa herë që është e nevojshme, me studentë të caktuar e në situata të veçanta.(27) Përveç kësaj, ndërrimi i kodit duhet të konsiderohet si një strategji e kujdesshme e përdorur nga mësuesit, strategji e cila ka disa funksione pozitive dhe lehtësuese të pranuar si nga mësuesit ashtu edhe nga nxënësit.

Po e mbyllim me thënien e Cook: "nëse përdorimi i gjuhës amtare nga nxënësit do të trajtohet si një burim i të mësuarit të suksesshëm e jo si një pengesë, ai do të jepte ndihmesën e vetë në një formim përdoruesish më autentikë të gjuhës së huaj." (29)

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Uno sguardo all' "emigrazione" italiana verso l'Albania

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Abstract

L'argomento scelto non tratta un'emigrazione di vecchio stampo. Negli ultimi anni si è verificato un gran flusso "migratorio" dei cittadini italiani in Albania. Imprenditori che hanno scelto di delocalizzare in Albania le loro aziende e il loro modello di business. Trent'anni fa, nessuno aveva mai immaginato che i cittadini italiani, in particolare gli uomini d'affari italiani, avrebbero rivolto gli occhi all'Albania, non solo per visitare le attrazioni culturali, o visitare spiagge e bellezze naturali, ma anche per vivere e lavorare. Ma quali sono le ragioni? Cosa vedono e trovano i cittadini italiani in Albania? Quali ambienti di business hanno trovato? A queste domande ed altre cercheremo di dare una risposta in questo articolo.

Parole chiave: *Albania, Italia, cittadini italiani, imprenditoria.*

Abstrakt:

Tema e zgjedhur nuk trajton emigracionin e modës së vjetër. Vitet e fundit ka pasur një fluks të madh "migrues" të shtetasve italianë në Shqipëri. Sipërmarrës që kanë zgjedhur të zhvendosin kompanitë dhe modelin e tyre të biznesit në Shqipëri. Tridhjetë vjet më parë, askush nuk e kishte imagjinuar se qytetarët italianë, veçanërisht biznesmenët italianë, do t'i kthenin sytë nga Shqipëria, jo vetëm për të vizituar atraksionet kulturore,

apo për të vizituar plazhet dhe bukuritë natyrore, por edhe për të jetuar e punuar. Por cilat janë arsyet? Çfarë shohin dhe gjejnë qytetarët italianë në Shqipëri? Çfarë mjedisesh biznesi kanë gjetur? Ne do të përpiqemi t'u përgjigjemi këtyre pyetjeve dhe të tjerave në këtë artikull.

Fjalë kyçe: *Shqipëri, Itali, shtetas italianë, sipërmarrje.*

1. Introduzione

La storia secolare delle relazioni tra Italia e Albania è una storia di intense relazioni politiche, economiche, culturali e sociali. La vicinanza geografica è un fattore importante nei rapporti tra due paesi. Gli eventi storici e politici hanno fatto sì che Italia e Albania condividano interessi reciproci e le loro due popolazioni nutrano dei sentimenti positivi che li hanno aiutati e continuano ad aiutarli a sviluppare un buon vicinato.

L'Italia è il paese dell'UE che sostiene fortemente lo sviluppo economico dell'Albania e il suo percorso verso l'Unione Europea. L'Italia è il primo partner commerciale, uno dei più potenti investitori in Albania, nonché il paese che ha accolto e dove attualmente vivono e lavorano circa 500 mila emigrati albanesi.

La storia dei due popoli è una storia di scambi e influenze reciproche e in certi

periodi storici caratterizzata da diffidenze e pregiudizi. Tali scambi e soprattutto la presenza della popolazione italiana in Albania e viceversa l'emigrazione degli albanesi in Italia, ha influenzato il modo di vivere i contatti tra la cultura italiana e la cultura albanese. È diventato importante una conoscenza reciproca rispettando le diversità culturali, la convivenza civile e l'integrazione sociale.

Questo contributo si focalizzerà sulle relazioni della comunità italiana e quella della popolazione albanese di una delle città albanesi storicamente distinte per uno speciale approccio culturale verso l'Italia: Valona¹.

Valona è la città più importante dell'Albania del Sud e il secondo porto del paese dopo quello di Durrazzo. Geograficamente, è la città albanese più vicina all'Italia ed è anche vicina ad essa dal punto di vista linguistico e culturale. Distante circa 70 mila miglia da Brindisi, Valona è sempre stata luogo di scambio e confronto con l'Italia.

Valona condivide con l'Italia un passato di scambi commerciali e culturali, e un presente di collaborazioni e rapporti eccellenti. L'appartenenza comune alla cultura mediterranea, un passato di frequenti scambi commerciali e culturali e le prime presenze degli italiani a Valona ci spingono a fermarsi inizialmente in alcune vicende storiche- sociali riguardanti all'interesse economico e politico dell'Italia verso Valona e di conseguenza la penetrazione della cultura italiana a Valona.

2. Rapporti Italia e Valona, background storico-sociale

L'interesse economica e politica dell'Italia verso l'Albania e in particolar modo verso Valona si è manifestata storicamente. Durante la prima guerra mondiale Valona viene occupata dall'esercito italiano. Una missione sanitaria sbarca a Valona seguita da

un contingente di bersaglieri. Con il Trattato di Londra², l'Italia ottiene la piena sovranità su porto di Valona, sull'isola di Saseno, e su un territorio sufficientemente esteso da permetterne la difesa. Nel dicembre 1915 un intero corpo di spedizione sbarca a Valona e nel 1918 arrivano i primi coloni italiani, pescatori pugliesi, che si insediano a Saseno. Gli italiani lasciano l'Albania nell'agosto 1920 e in quell'anno il paese viene riconosciuto come stato sovrano dalla Società delle Nazioni.

Per i suoi interessi geostrategici l'Italia segue gli sviluppi dell'Albania tra 1920 -1939, assistendo il governo albanese con prestiti e investimenti. In questo periodo storico, molti studiosi, geografi, ingegneri, agronomi ecc. fanno delle missioni in Albania. Lo studioso e geografo Antonio Baldacci³, nel suo libro "L'Albania" dedica un ampio spazio anche a Valona fermandosi nelle risorse del territorio, nelle esigenze di questa città e negli eventuali investimenti da parte di investitori italiani.

"Valona è situata a 3 km dalla costa, al centro di un territorio fertile e ricco di bitume, dove si alleva il bestiame e si producono sale e vallonea..... Le vie di Valona sono strade allargate, livellate, pavimentate e due nuove strade sono state aperte nella zona del bazar. Gli edifici insalubri sono stati demoliti e sono stati costruiti un ospedale, un macello pubblico e un mercato coperto. Le opere di risanamento includono l'acquedotto, la rete fognaria, la bonifica delle paludi costiere che avrebbe consentito di mettere a coltura nuove terre e ampliare la città verso il porto".

Secondo Baldacci, "il futuro di Valona è legato alla possibilità che il porto possa diventare una base navale di prim'ordine, con un arsenale e diversi bacini nella zona più riparata della baia".

L'Italia, dunque, ha investito a Valona; questo ce lo dice anche lo studioso Filippo

¹ Valona sorge nella parte sud-occidentale dell'Albania, sulle rive del mar Adriatico e del mar Ionio, nel distretto omonimo. <https://it.wikipedia.org/wiki/Valona>

² Accordo tra Francia, Russia, Gran Bretagna ed Italia, firmato a Londra il 26 aprile 1915.

³

Tajani, nel suo libro "L'Avvenire dell'Albania" (1932) "gli italiani hanno costruito a Valona una centrale elettrica, un edificio per la Dogana, e un orfanotrofio".

Una guida del 1940⁴, descrive Valona come il centro di un ricco territorio agricolo dove si sono insediate numerose industrie italiane, alcune delle quali - come le zone bituminose di Selenizza e le saline di Narta - sono raccordate al porto dalle ferrovie a scartamento ridotto. Una mappa del Touring Club Italiano mostra la città di Valona nel 1940.

Una grande piazza quadrangolare con i giardini pubblici - che aggrega al suo intorno la dogana, due chiese, i consolati, le Poste e la Banca Nazionale d'Albania - funge da snodo tra il viale che conduce al porto e il nuovo asse di via Vittorio Emanuele III, che attraversa il quartiere del bazar e si prolunga verso est nel tracciato della via Egnatia. Il piano di Valona della fine degli anni Trenta prevedeva lo sviluppo della città verso il porto e lo sviluppo turistico del litorale; una sorta di 'asse civico' perpendicolare alla costa avrebbe collegato la vecchia città, la piazza della cattedrale, il grande stadio e la piazza a forma di esedra aperta sul lungomare. Confrontando il piano con le viste satellitari e le carte attuali della città, è possibile riscontrare l'impatto del piano sullo sviluppo effettivo della città.

I primi italiani che si trasferirono nell'isola di Saseno di fronte a Valona nel 1918, furono i pescatori pugliesi. Dopo l'occupazione dell'Albania nella primavera del 1939, "si radicarono a Valona coloni italiani e non solo ma anche lavoratori italiani incaricati di costruire scuole, strade e ferrovie ecc". I rapporti tra italiani e albanesi all'inizio erano accettabili. Ma l'occupazione fascista dell'Albania e la nascita del movimento comunista in Albania portarono l'ostilità degli albanesi verso gli italiani. Per gli

albanesi l'italiano era "la camicia nera", "l'occupatore". Dopo la caduta del fascismo solo pochi italiani sono rimasti a Valona. Le famiglie italiane rimaste hanno vissuto l'inferno del regime comunista.

Scritti di viaggi e memorie di italiani che hanno vissuto in Albania durante il regime di Enver Hoxha narrano storie di famiglie italiane che hanno vissuto a Valona, storie di sofferenze e solidarietà. Riportiamo qui, il libro di memorie "Ritorno al Paese delle Aquile" (2011) di Aldo Renato Terrusi, un italiano nato a Valona nel 1945, figlio di Giuseppe Terrusi, direttore della Banca italo-albanese di Valona in quel periodo. Nel 1993 Aldo Terrusi riprende un viaggio in Albania, in cerca della tomba di suo padre, morto nei carceri del regime in Albania. Nel viaggio lo accompagna suo zio Giacomo, anche lui un italiano che aveva vissuto in Albania ed aveva giocato con la Squadra Nazionale Albanese di Calcio nel 1946. I due viaggiatori ritornano dopo 44 anni in Albania, a Valona, dove la famiglia Terrusi aveva lavorato, vissuto in armonia e goduto il rispetto della gente di Valona. Finché successe il dramma. Arrestarono e mandarono in carcere il padre di Aldo che morì nel 1952. Dopo tante sofferenze e sacrifici Aldo e sua madre ritornano in Italia. Ma in Albania rimane la tomba di Giuseppe, suo padre. Nei ricordi di zio Giacomo è rimasta tra l'altro anche la solidarietà che la popolazione di Valona ha mostrato per salvare dalla miseria dei tedeschi i soldati italiani dopo la capitolazione dell'Italia nel settembre 1943. Queste non sono le uniche storie di famiglie italiane a Valona. Altre rimaste a Valona e i loro discendenti hanno potuto far rientro in Italia nel 1992.

Dopo la caduta del regime dittatoriale negli anni '90 del secolo scorso, i valonesi che avevano sempre sognato di vedere la loro vicina Italia, sono partiti in migliaia con le navi e i gommoni con la speranza di una vita migliore in Italia. Dal Porto di Valona scappavano verso Brindisi migliaia di persone che negli anni avevano sviluppato una voglia "matta" di vedere il mondo, sentirne i profumi, toccare con mano quello

⁴ ALBANIA, con 6 carte geografiche e 7 piante di città e 2 piante di edifici; Guida d'Italia della consociazione turistica italiana; Milano 1940 (XVIII); prima edizione di 10000 esemplari. pg. 101-105.

che avevano potuto vedere nelle poche immagini di quei posti proibiti. Ma l'Italia non era quella che i valonesi avevano visto in televisione. L'Italia e gli italiani non erano preparati e non potevano affrontare questa massa di emigrati dall'Albania. Gli sbarchi per molti anni da Valona verso l'Italia hanno creato non poco polemiche in tutti questi anni.

Il problema dell'emmigrazione albanese si mise, in modo drammatico, al centro dell'attenzione di politici e dell'opinione pubblica, particolarmente tra il marzo e l'agosto del 1991, quando sulle coste italiane sbarcarono diverse ondate di emigrati albanesi. Per lo sociologo Rando Devole, "gli italiani si sono fatti cogliere impreparati, perché la maggioranza di essi non si erano posti i problemi connessi con la presenza di immigrati (di diversi) nella loro società; di fatto pochi ne avevano incontrati, se non occasionalmente"⁵.

Intanto, la situazione a Valona e in tutta l'Albania era grave, e per scoraggiare i flussi di emigrazione e aiutare il popolo albanese il Governo italiano, iniziò nel 1992 la missione Pellicano⁶. Questa missione umanitaria consisteva nel portare tramite il Porto di Valona e Durazzo aiuti di emergenza e farmaci per la popolazione di Valona e Durazzo. La missione Pellican, anche se un'operazione militare, fu tra i primi contatti di italiani con i valonesi dopo 45 anni di separazione.

Nel 1991, quando Valona e i suoi cittadini cercavano di curare le piaghe del comunismo e di riprendere una nuova vita, un'associazione culturale umanitaria chiamata "Agimi", istituita ad Otranto, ha intrapreso a Valona numerosi progetti,

⁵ Devole 1996, p.44

⁶ Compito della missione era quello di distribuire ai magazzini di Stato albanesi gli aiuti di emergenza inviati dall'Italia dai porti di Durazzo e di Valona e l'assicurazione dell'assistenza sanitaria generica nonché, la distribuzione di farmaci alla popolazione albanese delle due città.

specie di carattere culturale e sanitario. Questi progetti educativi hanno svolto un ruolo importante nella vita sociale di Valona. La Fondazione Agimi incoraggiava i gemellaggi tra comune di Valona e Otranto, ha organizzato i primi seminari di studi sulla scuola italiana e albanese(1993), ha aperto la biblioteca di Fondazione Agimi con dei titoli in italiano e albanese(1993), ha aperto i primi laboratori di lingua e cultura italiana a Valona ecc. I disagi infrastrutturali e logistici molto evidenti in quel periodo a Valona non hanno impedito i missionari italiani di andare anche nelle zone più lontane di Valona per assistere persone malate, bambini orfani e disagiati, strutturare scuole ecc. Il rapporto con i valonesi era ottimo.

3. Valona oggi e la comunità italiana residente in questa città.

Recentemente Valona attraversa un periodo di crescita economica ed è considerata come attrazione turistica da molti stranieri, tra loro molti italiani. Valona è una città ricca di storia, con molte risorse naturali e turistiche. Gli italiani che visitano Valona sono attratti dalle spiagge e bellezze naturali, ma anche da attrazioni culturali e storiche. Valona ha tanto da offrire ai turisti, grazie all'immensa generosità della natura, la storia, la cultura e molto altro ancora che la rendono una perla del turismo albanese.

Gli italiani che visitano Valona si impossessano all'istante di una sensazione di familiarità, malgrado l'iniziale diffidenza verso questa città e i suoi abitanti, inculcatasi dalla stampa, TV e varie leggende metropolitane. L'influenza mediatica, si sa, è subdola e difficilmente la si abbatte: così ogni tanto torna a fare capolino, magari in situazioni di non immediata gestibilità, quanto meno all'apparenza. Certo che si manifestano sia in ambito lavorativo, sia sul piano turistico. Ma gli italiani di Valona sono come a casa. Non smettono di parlare sulle sue bellezze naturali, archeologiche e paesaggistiche, sulla genuinità della sua cucina, sulla fiera riservatezza della sua gente, sull'incredibile abilità linguistica dei

giovani, soprattutto in italiano.

Valona, è oggi una città sicura, tranquilla e molto dinamica, soprattutto dal punto di vista commerciale. Molto ben collegata con l'Italia tramite porto di Brindisi, Valona rappresenta per l'Italia una porta di ingresso non solo per l'Albania ma anche per i Balcani. Gli italiani sono stati tra i primi investitori stranieri a Valona. La città è veramente aperta agli italiani su tutti settori e in tutti i campi, in particolare alle imprese; anche tenuto conto del fatto che la stragrande delle maggiori delle imprese, dei negozi e vari esercizi commerciano già con le aziende italiane, si riforniscono dall'Italia i prodotti di vario genere, dagli alimentari ai prodotti elettrodomestici, alla tecnologia e macchinario industriale.

Negli ultimi anni si è verificato un gran flusso "migratorio" dei cittadini italiani a Valona. Imprenditori che hanno scelto di delocalizzare a Valona le loro aziende e il loro modello di business. Trent'anni fa, nessuno aveva mai immaginato che i cittadini italiani, in particolare gli uomini d'affari italiani, avrebbero rivolto gli occhi all'Albania, non solo per visitare le attrazioni culturali, o visitare spiagge e bellezze naturali, ma anche per vivere e lavorare. Ma quali sono le ragioni? Cosa vedono e trovano i cittadini italiani nella città di Valona? Quali ambienti di business hanno trovato a Valona?

Una risposta la troviamo nelle parole del sindaco attuale di Comune di Valona Dott. Dritan Leli il quale, nella sua presentazione durante l'incontro organizzato da Confindustria Vlora⁷, descrive "la città di Valona come un punto principale di incontro tra Italia ed Albania, con il porto, con i giovani, con le risorse interne di Valona, la quale offre una gran opportunità agli investitori italiani per fare industria insieme ai produttori albanesi".

Confermano questa descrizione, gli stessi imprenditori italiani ed altri cittadini italiani che si sono trasferiti a Valona. Per chi fa business, Valona offre grandi opportunità.

⁷ "Incontri Business to business tra aziende Italia ed Albania". 19-20 Aprile 2016

Grandi investimenti, anche italiani, sono in corso a Valona. L'Albania è uno dei paesi extra UE non appartenente all'unione europea, anche se i negoziati sono in corso dove, è più conveniente delocalizzare il sistema italiano di impresa. Per esempio, al settore dei call center. Lasciandosi attrarre da un sistema fiscale favorevole, da monodopera in maggior parte giovani che parlano italiano e quasi sempre meno costosa e meno tutelata dal punto di vista sindacale, i Call Center gestite da italiani a Valona sono numerosi.

A Valona trovi oggi non solo imprenditori, ma anche medici, tecnici, costruttori, architetti, cuochi, ecc. Nelle nostre interviste alla domanda "come si sentono a Valona", subito con un sorriso, ti rispondono che si sono adattati bene, che "Valona è una città semplice per vivere". A qualcuno sembra "di essere nell'Italia degli anni ottanta, perché a "Valona si trova un'energia che in Italia ora non si trova più". Qualcun altro ti dice che "è venuto per una sfida". Ma alla fine si è trovato bene. "Qui si sente veramente essere amati", dice un'altro. "Valona attualmente è un cantiere di costruzioni e i prezzi dei mobiliari sono bassi. Ho comprato un appartamento qua". "Il paesaggio è quasi simile a quello italiano". Queste testimonianze e molte altre, sono la conferma dei sentimenti di vicinanza e comunanza tra albanesi e italiani a Valona.

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Flexible Pedagogies: technology- enhanced learning

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Abstract

Ky punim fokusohet në mënyrën se si të mësuarit elektronik, i njohur gjithashtu si të mësuarit e përmirësuar nga teknologjia, mund të mbështesë e beje pedagogjine me fleksibël, dhe kështu përfshin një sërë temash ku teknologjia mund të mundësojë zgjedhje të reja për nxënësit.

Të nxënit fleksibël fokusohet në dhënien e zgjedhjes së studentëve në ritmin, vendin dhe mënyrën e të mësuarit të tyre, dhe të tre aspektet mund të ndihmohen dhe promovohen përmes praktikës së duhur pedagogjike, praktikë që mund të mbështetet dhe përmirësohet vetë përmes mësimit elektronik. E-Learning ka të bëjë me përdorimin e teknologjive kompjuterike për të mbështetur mësimin, pavarësisht nëse mësimi është lokal (në kampus) ose nga distanca (në shtëpi ose në vendin e punës).

Përdorimi i teknologjisë gjatë gjithë jetës së njerëzve dhe veçanërisht në mjediset e shkollës, kolegjit dhe punës nënkupton që nxënësit presin të ndeshen me teknologjinë; teknologjia nuk është më inovative apo e re në vetvete. Megjithatë, teknologjia mund të mundësojë qasje të reja për mënyrën se si mësimi ofrohet dhe vlerësohet, dhe mund t'i bëjë disa qasje pedagogjike të zbatueshme dhe të shkallëzueshme kur konsiderohen për arsimin e lartë që përndryshe nuk do të egzistonin. Grupi i gjerë i aplikacioneve

teknologjike për të mundësuar zgjedhjen e nxënësve do të thotë se ky raport merr në konsideratë një gamë të gjerë çështjesh; temat përfshijnë kalimin në mësimin e përzier, me zgjedhje që i jepet nxënësit se kur dhe ku ata mësojnë; mundësi për mesimin e personalizuar me studentin që të gjejë rrugën e vet përmes materialit mësimor; dhe mbështetje për një gamë të gjerë problematikash dhe zgjedhje platformash.

Fjalë kyce: Teknologjia, pedagogjia fleksibile, qasjet e reja te e-learning etj.

Abstract

This paper is focuses on how e learning, also known as technology-enhanced-learning, may support flexible pedagogies, and so encompasses a range of topics where technology can enable new choices for learners.

Flexible learning focuses on giving students choice in the pace, place and mode of their learning, and all three aspects can be assisted and promoted through appropriate pedagogical practice, practice that can itself be supported and enhanced through e-learning. E-Learning is concerned with using computer technologies to support learning, whether that learning is local (on campus) or remote (at home or in the

workplace).

The use of technology throughout people's lives and particularly in school, college and work environments means that learners expect to encounter technology; technology is no longer innately innovative or new. However, technology can enable new approaches as to how learning is delivered and assessed, and can make certain pedagogic approaches viable and scalable when considered for higher education that otherwise would not be. The broad set of technology applications to enable learner choice means this report considers a wide range of issues; topics include the move to blended learning, with choice given to the learner about when and where they learn; opportunities for personalized learning with the student finding their own pathway through learning material; and support for a wide range of devices and systems so that learners can choose their preferred platform.

Key words: *Technologies, flexible pedagogy, new approaches, e-learning etc.*

Introduction

Flexible learning enables learners to choose aspects of their study. This is typically the 'when, where and how' of learning (Higher Education Academy, 2013), although there are some broader dimensions, such as being learner-centred (Moran & Myringer, 1999). With the definition of flexible learning, flexible pedagogy may refer to ways of considering approaches to teaching and learning that enable such student choices. Technology-enhanced-learning, also known as e-learning, considers the use of Information Communication and Technology (ICT) in its widest sense to support and improve the learning experience. Thus flexible pedagogies and technology may be considered natural partners – flexible learning can be provided by and supported through technology, while conversely, technology can encourage flexible approaches to the delivery and assessment of learning. They also share the requirement that truly flexible pedagogic

approaches and effective use of technology in education (e-learning) call for adaptable institutional systems, staff and students. E-Learning offers key opportunities for higher education to support flexible pedagogies, with the potential to assist in balancing the need for staff to carry out high quality teaching alongside high impact and significant research while at the same time managing an increasingly diverse student cohort. However, it is important to recognize and address the challenges this creates. Technology can enable approaches that are not viable when done by teaching staff themselves, but also introduces new complexities and decisions for higher education providers. We will consider why and how flexible pedagogies can be supported by and delivered through technology. This report is one of a set of complementary reports considering different aspects of flexible pedagogies. It focuses on eLearning, but there are significant common areas with the other reports. Following this introduction, the report considers the links between e-learning and pedagogy, before looking at the distinct aspects of how e-learning and flexibility can be used to enhance existing provision and then open up new opportunities. The impact on and of institutional systems is then considered, with an example of the interplay between these aspects of learning and teaching. The report finishes with a typology of flexibility enabled by e-learning, with an overall summary of the findings and suggestions arising from the report. Technology offers a number of opportunities and challenges for higher education, both enhancing existing provision and opening up new potential. The key consideration underlying this report is why and to what extent flexible pedagogies can be promoted and in what ways. In the context of e-learning the answer lies in the way technology naturally enables the provision and delivery of flexible learning and pedagogy. Flexible learning is concerned with the pace, place and mode of learning.

The main pedagogical concepts:

The following reflect approaches to learning

that are particularly relevant to e-learning, though most are applicable to other forms of teaching too:

- **Personalized learning:** tailoring the learning experience to an individual student's needs and desires. This has the potential to match the mode and learning style to students, a key feature of flexible pedagogies;
- **Support for activities,** the former representing activities done in real time with immediate interaction, the latter those done with a lag. From a communications perspective, typically synchronous teaching and learning is a traditional lecture or online webinar; asynchronous includes email communications; flexible learning: similar to personalized but with a greater focus on how the material adapts to an individual's progress, and may include adaptive/flexi-level testing – providing another form of flexibility especially relevant to pedagogy;
- **Gamification:** the use of game techniques (especially game mechanics) to encourage and motivate activities can be especially relevant to learning. Online worlds provide a virtual environment for learning, with the game models of players logging in, playing and interacting, making progress and then logging off matching some of the needs of flexible learning. Thus gamification supports new pedagogic approaches that allow for flexibility;
- **Online learning:** the use of Internet-based e-learning to deliver content supports the anytime, anywhere characteristics that are key to many approaches to flexible learning;
- **Blended learning:** a mix of physical/real-world interaction complemented by e-learning, this hybrid is especially relevant to introducing elements of flexibility into traditional courses. The above list, though not exhaustive, indicates areas that can provide scalable and pragmatic solutions, characteristics that are key to getting widespread

adoption and implementation. While some technology is already well established – such as the use of virtual learning environments to deliver content – the adoption of other technologies, such as automatic testing, is frequently patchy and viewed with suspicion. In this report we consider how e-learning approaches can be used potentially to enhance the student experience of flexibility, as well as providing staff with useful advice about how to utilize such approaches in a practical way, and what changes institutions need to consider in their own processes and practices to enable such approaches.

We should also question whether technology offers anything new in terms of pedagogy and learning: there are clearly new opportunities with tools to find and use sources and data; there are new possibilities to interact with students at distant sites. However, the fundamental activities are not altered – learning can be considered as accessing concepts and ideas, assimilating these through practice and ultimately demonstrating mastery. What technology offers is scalability, flexibility and new ways of learning. In a large cohort each student normally gets the same lecture and the same assessment. With computer-supported and -mediated learning there are opportunities to offer flexibility of pace, place and mode; for example, pacing can be controlled by the student accessing material within a wider or more flexible window of availability than is normally viable; the place of learning – accessing lecture presentations, notes and resources – can be anywhere with Internet connections; progress can be monitored with individualized assessments.

The advantages with a flexible e-learning approach

When considering flexible pedagogies enabled through technology a number of issues arise. These can be considered from the main stakeholders' perspectives, namely:

- **Learners:** technology offers potential flexibilities in what is learned, how it

is learned, and where it is learned. It can provide numerous ways to access resources and information and to interact with teaching staff and fellow learners. However, such flexibility can create potential confusion, especially around deciding what, where and how to study; it can create information overload – with too many resources to handle and too many references to follow; as the location of learning becomes a choice – at the institution, at home, at work, or on the move – the learner faces a new challenge of choosing a suitable location; understanding what to do and carrying out the necessary work

- Teachers: technology allows teachers to plan for a range of different learners, to provide a wide range of material tailored to different learning styles and contexts, with new media and interactions becoming possible. However, difficulties for teachers then arise, such as: how to identify, select and adopt pedagogic practices that benefit from e-learning that give flexibility and enhance the discipline aims, and how to develop their own skills to utilize these
- For educational institutions new opportunities include new types of learner and the potential to share resources with other institutions. Barriers for organizations include: how to develop quality processes and support systems to plan for and cope with flexible learning and the impact on student behaviors and demands. So issues to address when developing flexible pedagogies with e-learning become:
 1. Flexible students: how well can students prepare for the nature of flexible e-learning, especially when/if the focus of control moves from staff to student?
 2. Flexible staff: to what extent can staff be aided in managing the wide array of technologies and resources, and more importantly to develop approaches to teaching to utilizes these effectively?
 3. Flexible institutions: how can institutions

plan to cope with the variety and flexibility required to support flexible eLearning?

Conclusion

Flexible learning also offers the potential for pre-university study of online courses, so students could already have some university credits as they begin their course, allowing those who wish to only take a small number of credits to do so, hence offering more time for study or even part-time work. For those who are not able or choose not to take credits before they begin, an alternative approach to offering flexibility is to allow them to extend the length of the degree or possibly to defer credits. This requires more structured and definite decisions on pre-requisites and post-requisites for modules, and can be more challenging in disciplines with very linear structures as is common in many science subjects. Funding regimes can also affect this, with the different countries of the UK having different fee and support regimes. The common feature is the assumption, and thereby requirement, of three-year (England, Wales and Northern Ireland) courses in general, or four-year in Scotland. Allowing students to extend their studies by moving modules around does not fit well with annual student fees and loans. Allowing fees for modules/credits would provide a more flexible structure, making accelerated degrees more viable from institutional financial perspectives, and also making the spreading of degrees over a 4+-year period a more realistic prospect.

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Education in foreign languages: Synthesis of linguistic and educational findings in a multilingual reality

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Abstrakt

Çështja e gjuhëve në të gjitha format kombëtare ose rajonale, institucionale ose të tjera është në qendër të projektit të pajtimit pikërisht sepse gjuhët janë të pandashme nga kulturat përmes të cilave ata shprehen. Klasat e gjuhëve të huaja po popullohen gjithnjë e më shumë nga studentë me prejardhje të ndryshme gjuhësore. Shoqëritë shumëgjuhëshe, nga ana tjetër, dëshmojnë mjedise dhe mënyra të ndryshme të përvetësimit dhe mësimi të gjuhës, në të cilat veçanërisht fenomeni i ndikimit ndërgjuhësor bëhet një faktor që duhet marrë në konsideratë dhe meriton të hulumtohet. Mësimi i gjuhëve të huaja duhet parë në kontekst më të gjerë politikash dhe duhet të merren parasysh pasojat e mundshme. Për këtë qëllim, para së gjithash duhen marrë informacione thelbësore mbi proceset aktuale të globalizimit dhe shoqëritë shumëgjuhëshe të reja, pasi ato shfaqen në forma të ndryshme. Përpara se të trajtojmë shumëgjuhësinë si një fenomen arsimor, duke përfshirë rolin dhe rëndësinë e tij në klasën e gjuhëve të huaja, duhet të kemi njohuri mbi mësimin e gjuhës në një substrat shumëgjuhësh. Kjo ofron disa perspektiva, veçanërisht atë të nxënësit, institucionit, qëllimeve arsimore dhe

metodologjive të nevojshme. Shumëgjuhësia individuale dhe në një kuptim tjetër edhe shoqërore supozohet gjerësisht se rrit ndërgjegjësimin metagjuhësor, i cili, nga ana tjetër, është argumentuar se lehtëson mësimin e gjuhës, edhe pse kushtet e sakta kufitare që lejojnë efekte të tilla lehtësuese janë ende pak të kuptuara, as çfarë lehtësimi saktësisht mund të merret me kuptimin. Shumëllojshmëria e ndikimeve gjuhësore, psikologjike dhe sociologjike në përvetësimin dhe edukimin e gjuhës së huaj në mjedise shumëgjuhëshe është shumë e vështirë për t'u kontrolluar dhe e vështirë për t'u faktorizuar. Studimi ynë duhet të konsiderohet si hapi i parë drejt një kuptimi më të mirë të edukimit në gjuhë të huaj në klasa shumëgjuhëshe, por është e qartë se kjo lëndë e ndërlikuar kërkon studim të thelluar e punë shtesë.

Fjalët kyçe: edukim në gjuhë të huaj, mësimdhënie, ndërgjegjësim gjuhësor, ndikim ndërgjuhësor, vetëdije metagjuhësore, strategjitë, përvetësimi i gjuhës.

Abstract

The issue of languages in all national or regional, institutional or other forms is at the heart of the reconciliation project precisely because languages are inseparable from the cultures through which they are expressed. Foreign language classes are increasingly populated by students with different language backgrounds. Multilingual societies, on the other hand, testify to different environments and ways of language acquisition and learning, in which in particular the phenomenon of interlinguistic influence becomes a factor to be considered and deserves to be explored. Learning foreign languages must be seen in the broader policy context and the possible consequences must be considered. To this end, first of all, essential information on the current processes of globalization and new multilingual societies should be obtained, as they appear in different forms. Before treating multilingualism as an educational phenomenon, including its role and importance in the foreign language classroom, we must have knowledge of language learning in a multilingual substratum. This offers several perspectives, especially that of the student, institution, educational goals and methodologies needed. Individual and in another sense social multilingualism is widely assumed to increase metalanguage awareness, which, in turn, has been argued to facilitate language learning, although the exact boundary conditions that allow such mitigating effects are still poorly understood, nor what relief exactly can be dealt with meaning. The variety of linguistic, psychological and sociological influences on foreign language acquisition and education in multilingual environments is very difficult to control and difficult to factorize. Our study should be considered as the first step towards a better understanding of foreign language education in multilingual classrooms, but it is clear that this complex subject requires

in-depth study and additional work.

Keywords: foreign language education, teaching, language awareness, interlinguistic influence, metalanguage awareness, strategies, language acquisition.

Introduction

Multilingual societies, testify to the environment and the way of different language acquisition and learning in what especially the phenomenon of interlinguistic influence becomes a factor that should be considered and deserves to be researched. This provides some perspectives, student facilities, studies, educational goals and methodologies needed for individual and in another sense also social. It is widely assumed that the multilingualism of metalanguage awareness will increase, which, in turn, has been argued to facilitate learning, and even though the exact language boundary conditions that allow such effects are facilitative, it is still scarce.

We sympathetically facilitate the multilingual idea in foreign language education, no less than language remains an effective means of acting and implementing individual, feelings and effects with power. We must also acknowledge, however, that linguistic seology, psychological and social influences on the acquisition and education of multilingualism are very difficult to control and difficult to factorize.

Foreign language classes are being populated more by students of different languages to present. Side by side with monolingual students, we find students for whom the language of their environment is a second language and whose first language can be e.g. Turkish, Russian, Ukrainian, Polish, Spanish, Italian, Greek, etc., we are mentioning only a few common languages in the European context. In these, foreign languages are taught as second or third grade within the boundaries of the same grade.

This study explores both the linguistic and the educational aspects of acquiring a second or third language, it can be a fourth or further (additional) language, in the many foreign language classes. Multilingual education presents information about strategies taken in different parts of the world to meet the various challenges posed by multilingual societies. We believe that foreign language teaching should be seen in the broader policy context and that other foreign language classes should be considered. We will outline a summary of the current situation in the field of acquisition of other languages, including an exploration of the concepts of bilingualism and multilingualism and the notion of the problems of an "additional language".

Since language learning in multiple grades crosses the line of second and third language acquisition, we do not need a clear understanding of the similarities and differences of these acquired modes. Some researchers claim that it is the second language that is acquired of a third language and not the first language. At the same time, we find that children's first language has an impact, whether positive or negative, on any other language acquired during human life. Finally, there are also students who argue that all languages previously acquired in the third or second language in one way or another. The point here is the impossible challenges, but also the opportunities that these lessons have and formulate ideas to make language learning in these situations more productive.

An important question is: can there be interactions between the languages in which a person lives and learns to learn their own language?

Another important question is how the identity and culture of students, as well as their (secular) theories of language and language learning in the language of acquisition of a foreign language?

Our study also aims to investigate which classroom environments, materials, or learning strategies best complement the help of multilingual students. Research (Cenoz 2003, 20 2009, 2011; Herdina & Jessner 2002) suggests that students who play bilinguals master reflection techniques and seem to activate activities from teaching strategies that promote knowledge of their languages. Clear comparison of languages, e.g. metaphors, or the connection between sound and writing, seem to relate well to the cognitive and linguistic tendencies of bilingual or multilingual students. Study the issue of foreign classes that are part of the educational language, which says that they respond contribute to ideology and change of power. Therefore, study studies combine a linguistic and educational perspective. We cannot interpret multilingualism as a resource that should have as much as possible, rather than seeing multiple language classes as a language learning lesson. There can be no doubt, too, that the current reality is different and that turning different classes of foreign languages into multilinguals presents many challenges and methods must be found to create them.

Multilingualism and globalization

Due to the massive pressure from the processes of globalization and international migration, Western societies are rediscovering multilingualism, ie the coexistence of several languages in individuals and in society. Although the western state usually languages are not officially monolingual designate an official language in their territory of political societies, their populations have become large, thus recreating a situation that was difficult to return to another country (smaller and less diverse number of languages).

Major European cities such as Stockholm, London, Barcelona, Paris, Brussels, Berlin and Hamburg today have levels of ethnic

and linguistic diversity that are beyond those found in the classic multi-ethnic and multilingual territories in Asia (e.g. Singapore) or Africa (e.g. South Africa). Although people today are similarly from city to city, it is not a day nowadays to have citizens from all who live in the city. If we take into account that many of the difficult country have quite artificial political constructions that unite independent and their language groups (e.g. India, Nigeria, South Africa, Russia, etc.), linguistic diversity accumulated in urban areas western becomes understandable.

I cannot doubt that London is a modern Babel. We can compare the current changes in London with that in Singapore, including the historical changes in this last city-state that is often portrayed as the prototype of a multilingual society. Apparently, Singapore offers a different concept of a multilingual society.

Singapore is home to three ethnic groups, namely Malays, Indians and Chinese. Furthermore, the population is strong bilingual by speaking 'their mother tongues' (Malay, Tamil, Mandarin) in English, which has the status of an official language (other than mother tongues) and is the de facto language of predefined in the public domain (education, administration, business, politics, culture) and more in Singapore homes.

The data documents a strong English and Mandarin form, while there is virtually no difference in Malay and Tamil.

This is a foreign language immigrant ("dialects in the official language") of Chinese who are immigrants to Singapore and the Malaysian Peninsula, including Hokkien, Teochew, Hakka, Hainanese, and others. solution, Chinese dialects are lost as a result of its policies and its "Speak Mandarin" fields.

In London, in sharp contrast, the list of

certified languages is read as an atlas and language of general languages and language documents from all parts of the world (London Census 2011, CIS2013-01), including European languages (Polish, French, Portuguese), Spanish, etc.), Middle Eastern languages (Arabic, Turkish, etc.), South Asian languages (Bengali, Gujarati, Urdu, etc.), East Asian languages (Mandarin, Cantonese, Vietnamese, Thai, Malay, etc.), African languages (Somali, Swahili, Yoruba, Igbo, etc.), and Pacific Languages (Tagalog).

Supposedly many Spanish and Portuguese speakers from South America. The Caribbean is discussed through Caribbean Creole, a Creole language in English. Of course, London can be an extreme case, but similar developments can be found in all major European cities. In the German city of Hamburg, for example, about fifty per cent of the current student population, schoolchildren were born into migrant families.

The main languages of immigrants are Turkish, Polish, Russian and Ukrainian, but there are also a growing number of speakers from Asia and Africa. The interesting observation is that the levels of multilingualism are at the highest levels in Europe, while they are in fact declining in other parts of the world (Singapore, Hong Kong, China in general, India, Malaysia, etc.), policies linguistic. A monitoring goal is often bilingualism that speaks a national language in the notice. It is reasonable to have in the plan of multilingualism that can be seen in Europe in such a way.

Learning languages in a multilingual field

The impartial form of learning a foreign language cannot be repeated, as all subsequent processes of language learning will undoubtedly be influenced by the cognitive traces left by the structure of the first language. Why it's true is a matter that

children and special people understand several different languages and later can reason them more apart, the higher the age of the brain means that languages are familiar and interact with the languages that make them newly learned and mastered. In the study of language acquisition, such an influence from previously acquired languages on the language is learned to be known as positive (facilitative) or negative (inhibitory, intrusive) transfer, as is well known. Transfer has been extensively studied with adult speakers of one language learning a second language as first language acquisition may be more or less complete. Some prefer to do not include the term "interlinguistic" which refers to transfer, avoidance, borrowing, and corrosion (Cenaz and corrosion of others. 2001: 1).

Recently, the study of interlinguistic influence has shifted to what is now widely known as foreign language acquisition (Hammarberg; Hopp et al.; Lorenz; Siemund et al.). Interpreted for words, and in clear words with the traditional acquisition of the first and second language, the acquisition of the third language refers to the learning of a third language chronologically as it is the first language and a second language, learned for several years.

The typical subject for investigating a third language acquisition is a university student from a monolingual educated country (e.g. Sweden) who learned a second language at school (English) and started studying German at university. This learning situation offers new opportunities for the study of the interlinguistic principle, as now, in English, the student's Swedish L1 and their L2 language can generate German L3 acquisition. This classic form of third language learning is a third language is more difficult to find, as the processes and migration of foreign languages are not different and new languages, features in the younger generations.

We see two outcomes of these processes that are important. First, as English drives globalization and has acquired the status of a hyper-central language or language center of the complete system (de Swaan 2002; Mair 2013: 259), the onset of English language acquisition in the language has decreased. Moreover, not avoiding this world cannot contact globalization or exposure to it. This means that an increasing number of students even at full levels are either preschool fill or bilingual. Second, international migration, most often accidentalized by the lucrative Sei, (Burgis 2016), pushes a workforce of and highly mobile towards language, security and good prospects by calming down in the work plan.

English language students with migrant language backgrounds speak their native language as well as their native language. They are bilingual, some result in additional bilingualism, others in descending order. To them, English is a third language, but it should be clear that "third in this way means something fundamentally different from the situation of learning it above".

The logical alternative to the influence of the first language is the transfer from the second language, which we do not equate with the national language or the language of the environment to the speakers of the bilingual language.

The transfer of the first or second language, or the transfer of the last language versus the transfer from the environment language, constitute the extreme position. All other types of their influence determine the transfer from all previously acquired languages to an added risk (Hopp et al.; Lorenz; Siemund et al.).

For example, I have the "cumulative improvement model" (Flynn et al. 2004) only assumes the transfer of computers so that previously acquired languages are always to a benefit for students.

According to the first typological model (Rothman 2011), the influence of intuition depends on the distance with the proximity of the narrow typological language between languages that promote such and such typological influence that prevents it.

Additional external factors that determine the interlinguistic influence that are different, skills and duration of exposure, but these so far are not in the theory of acquisition of its language.

All kinds of interpersonal influence enjoy a sense of credibility in the sense that they are based on the language learning scenario and the same one that supports them. What should not be forgotten, however, is that transfer is always about similarities and structural differences.

As Terence Odlin puts it: "Transfer is the consequent influence and differences between the target language of any other language previously acquired" (and may be the imperfect way) (Odlin 1989: 27) requires similarities between languages, while intervention is the result of structural differences and misinterpretations by students. The other factors discussed so far mediate the transfer forces derived from similarities and differences.

Linguistic influence occurs when a linguistic property in the Ln entry reveals abstract structural similarities to the linguistic properties of previously learned languages. (Westergaard et al. 2016: 5) For example, phonetics and phonology seem to be more vulnerable to interlinguistic influence than morphology and syntax. Intuitively, this is plausible, since visible phonemes occur at frequencies much higher than some morphological markers or syntactic constructions. Moreover, phonemes cannot be avoided by students, while complex syntactic structures can be circulated.

Multilingualism as an educational phenomenon

In light of the findings summarized briefly above, there may be little doubt that their classes should take into account and may even be to promote existing multilingualism. Unfortunately, however, the literature suggests that it does not. The question of why this is so leads to an educational perspective on multilingualism in FL classes. All the species mentioned so far see the acquisition of a foreign person as a cognitive process that cannot be seen by another factor that does not appear from the known language. Taking an educational stance means complicating the language picture in two ways. First, the foreign languages they acquire should be viewed from the perspective of language learners. Second, he seeks to take seriously that the many classes of study are related to education, which requires context to take into account this structure as well. From the linguistic point of view, which considers the acquisition of language as a mental activity of receiving and processing data, negotiating meaning in interactions with interlocutors and generating product aimed at bringing communicative goals, it can be said that there are countless of these activities and processes (e.g. Wolff 2010).

From an educational point of view, it can be concluded that language awareness is discussed in two ways. On the one hand, language exists psychological point of view, focusing on the student as a learner i, the process of such learning must be optimized. On the other hand, there is a critical and very sociologically informed point of view, focusing the student as the future citizen and asking that language is good in the foreigner class what contribution can be made to social democracy in a society.

In conclusion, the phenomenon of multilingualism in FL classes brings together two discourses that have met occasionally but have not yet been explored in terms of their common outlines and basis. The

common ground covers the question of what knowledge about and language acquisition possess multilingualism and to what extent this issue in the subsequent acquisition of other languages. From a linguistic point of view, this is complemented by a set of researches that address the implicit aspects of metalanguage consciousness, i.e. to what extent multilingualism in language processing and acquisition. From an educational point of view, the base is joined by a set of researches that treat language function as a means to change identity and change power within the wider educational body, thus becoming a critical language pedagogy. of foreign languages needs people, because clear language learning and communication must be balanced in order to promote the acquisition of a foreign language by both multilingual and monolingual ones.

There are urgent issues that need to be addressed. First and foremost, the phenomenon of multilingualism again raises the question of how to balance acquisition and learning in the foreign language classroom. Much of the study we have done may suggest intensifying clear language work, e.g. Linguistic comparisons to give the student with demonstrated metalanguage awareness the opportunity to excel and that all the living acquire their skills by imitation. But there is a lot of research that suggests the opposite: since multilinguals have acquired their competencies instead of learning them, so that all applications learn to gain metalanguage awareness. This reminds us of the fact that there are many things to be multilingual, which says that FL classes need to be adapted in different ways. In their contribution, Bonnet et al. points out that some multilinguals have a fairly extended mentality and need assimilation-oriented communication classes, while others may be quite protective and need the security of ritual-focused activities focused on form.

Finally, we must keep in mind that FLs are part of classes which, beyond their qualifying and educational function, are also an allocating function. Multilingualism or plurilingualism in FL classrooms would not be the first approach that the rigid framework in its schools has reduced to a visual machinery in all qualities do nothing more than u reason: "tire work student" (Breidenstein 2006). Teachers take a crucial role in deciding whether multilingualism in the FL classroom will be another model or whether you will be teaching and learning FL in a teaching way. Therefore, while we have focused on the many students in the foreign language classroom, the role of the teacher is an urgent issue to be addressed.

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The role of psycholinguistics in language learning and teaching

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Abstract

Psycholinguistics has provided numerous theories that explain how a person acquires a language, produces and perceives both spoken and written language. The theories have been used in the field of language teaching. Some experts use them as the basic theories in developing language teaching methods. It is known as psycholinguistics approach. Psycholinguistic approach views learning as a cognitive individual process happening within the individual and then moves to the social dimension. As an approach, there are some methods which were developed based on psycholinguistics theories such as natural method, total physical response method, and suggestopedia method. These methods apply psycholinguistic principles that how a person acquires his/her mother tongue or first language (First Language Acquisition), learns his/her second or third language (Second Language Learning), perceives a language (Language Perception), and produces language (Language Production). Language perception refers to listening and reading, while the language production refers to speaking and writing. Listening, reading, speaking and writing are called as the four of language skills. Specifically, psycholinguistics helps to understand the difficulties of these four skills both intrinsic difficulties and extrinsic difficulties. Psycholinguistics also helps to explain the

errors students do in the language learning.

Moreover psycholinguistics also defines some kinds of brain disorders that affect language learning performance such as agraphia and aphasia which must be treated properly. Psycholinguistics mainly helps teachers to consider the use of appropriate method to teach that four language skill.

Keywords: psycholinguistics, approach, method, teaching

Psycholinguistics is an integration of two disciplines; psychology and linguistics. Psychology is the study of mind and behavior; linguistics is the study of language. So, in general, psycholinguistics can be defined as the study of mind and language. It is concerned with the relationship between the human mind and the language as it examines the processes that occur in brain while producing and perceiving language. Psycholinguistics covers three main points; language production, language perception and language acquisition. Language production refers to the processes involved in creating and expressing meaning through language. Language perception refers to processes involved in interpreting and understanding both written and spoken language. Language acquisition refers to processes of acquiring a native or a second

language.

Psycholinguistics has provided numerous theories that explain the three points above. The theories have been very useful in the field of language teaching. Some experts use them as the basic theories in developing language teaching methods. It is known as psycholinguistics approach. Psycholinguistic approach views that language and thought as related but completely independent phenomena. Learning is viewed as a cognitive individual process happening within the individual and then moves to the social dimension.

Psycholinguistics as a study of the psychology of language is realized in language teaching. It helps to study the psychological factors that are possibly involved in languages learning. Psycholinguistics focuses on the application of the actual language and communication. It is necessary to make a decision in applying various methods that allow students to easily understand a language.

As an approach, there are some methods which were developed based on psycholinguistics theories and the methods have been used widely in the field of language teaching over the countries. Some kinds of the method will be explained in this paper. To avoid misconception, some terms related to psycholinguistics and language learning and teaching will also explain in this paper.

Review of Literature

Psycholinguistics is simply defined as the study of the relationship between human language and human mind (Maftoon and Shakouri, 2012). In short, three important processes are investigated in psycholinguistics: (1) language production, (2) language comprehension, and (3) language acquisition.

From many questions that psycholinguistics attempts to answer, it, specifically, addresses two questions

what knowledge of language is needed for us to use language? and (2) what cognitive

processes are involved in the ordinary use of language?

Psycholinguistics has developed rapidly and expanded into several sub-disciplines as cited in Chaer (2015) below:

1. Theoretical psycholinguistics. It focused on theories of language relating to human mental processes in language, such as phonetics, diction, syntax design, discourse, and intonation.
2. Developmental psycholinguistics. It is related to language acquisition, both first language acquisition (L1) and second language acquisition (L2). It examines phonological, semantic, and syntactic acquisition, process in stages, gradually, and integrated.
3. Social psycholinguistics related to the social aspects of language, including social identity.
4. Educational psycholinguistics discussed general aspects of formal education at school, including the role of language in teaching reading teaching proficiency, and improving language ability to express thoughts and feelings.
5. Neuro-psycholinguistics focused on the relationship between language, language production, and the human brain. Neurology experts have managed to analyze the biological structure of the brain and analyzed what happens with the input language and how language output programmed and set up in the brain.
6. Experimental psycholinguistics covered and experimented in all language productions and language activities, language behavior, and language outcome.
7. Applied psycholinguistics concerned with the application of the findings of six sub-disciplines of psycholinguistics explained before in certain areas that require it, including psychology, linguistics, language learning, neurology, psychiatry, communications, and literature.

Psycholinguistic approach views language and thought as related but completely independent phenomena (Claros, 2009). In the psycholinguistic approach, the individual internal cognitive processes are activated so that activation allows the individual to access the comprehensible input needed to further advance in the acquisition of the L2 (Long, 1996 cited in Claros, 2009). Krashen (1985) argues that to understand and learn language, s/he must be exposed to the linguistic input that is a little beyond his/her current level of competence. Krashen explains his view in his famous $i+1$ concept which indicates that the input the learner receives must contain some slight amount of new information in addition to what s/he already knows. To Krashen, a comprehensible input is not just a necessary condition, but it is the sufficient condition.

In relation to language teaching, developmental psycholinguistics and applied psycholinguistics play significant roles in formulating effective ways of teaching. Psycholinguistics theory covered the language development of humans, in accordance with humans' physical and mental development. These theories are considered in designing language teaching programs and materials in order to be effective for the second language learners master the target language.

Harras and Andika (2009) mention three kinds of language teaching methods which are developed according to psycholinguistics principles: natural method, total physical response method, and suggestopedia method.

Language Learning and Language Acquisition

Field (2004) states that the term is used for infants acquiring their native language (first language acquisition) and for those learning a second or foreign language (second language acquisition). The use of the terms is still unproblematic. Some experts use the term 'language learning' and some use the

term 'language acquisition'. Chaer (2015) explains that term 'language learning' is used because some experts believe that second language can be master by learning the language intentionally and consciously. This is different from the first language and mother tongue which is acquired naturally and unconsciously without a formal setting. The term of language acquisition is used because it is believed that second language or third language is acquired either formally or informally. In this paper, which is used is a term that refers to the language learning second language acquisition.

There are two types of language learning; naturalistic language learning and formal language learning. Naturalistic language learning is learning a language naturally, consciously, and unintentionally.

This usually occurs in bilingual or multilingual society. Otherwise, formal language learning takes place in the classroom with teachers, materials and learning aids.

Thus, this paper will use the term 'language learning' which will refer to the processes of a person masters a second language or a foreign language in a formal education setting.

Factors Affecting Language Learning

Some students learn a new language more quickly and easily than others. This fact related to the crucial factors influencing success that are largely beyond the control of the learner. According to Lightbown and Spada (2006:58-74) mention some factors affecting language learning.

a. Intelligence

The term 'intelligence' has traditionally been used to refer to performance on certain kinds of tests. These tests are often associated with success in school, and a link between intelligence and second language learning has sometimes been reported.

b. Aptitude

Specific abilities thought to predict success in language learning have been studied under

the title of language learning 'aptitude'. Research has characterized aptitude in terms of the ability to learn quickly. Thus, we may hypothesize that a learner with high aptitude may learn with greater ease and speed but those other learners may also be successful if they persevere.

c. Learning Style

The term 'learning style' has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills. Some people say that they cannot learn something until they have seen it. Such learners would fall into the group called 'visual' learners. Other people, who may be called 'aural' learners, seem to learn best 'by ear'. For others, referred to as 'kinesthetic' learners, a physical action such as miming or role-play seems to help the learning process. These are referred to as perceptually-based learning styles.

d. Personality

A number of personality characteristics have been proposed as likely to affect second language learning. It is often argued that an extroverted person is well suited to language learning. Another aspect of personality that has been studied is inhibition. It has been suggested that inhibition discourages risk-taking, which is necessary for progress in language learning. Furthermore, learner anxiety-feelings of worry, nervousness, and stress that many students experience when learning a second language- has been extensively investigated. Recent research investigating learner anxiety in second language classrooms acknowledges that anxiety is more likely to be dynamic and dependent on particular situations and circumstances. Several other personality characteristics such as self-esteem, empathy, dominance, talkativeness, and responsiveness have also been studied. However, it has been not easy to empirically demonstrate the effect of personality in language learning.

e. Motivation (Intrinsic)

Motivation has been defined in terms of two factors: learners' communicative needs and their attitudes towards the second language. If learners need to speak the second language in a wide range of social situations or to fulfil professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it. Likewise, if learners have good attitudes towards the speakers of the language, they will desire more to learn it.

f. Motivation (Extrinsic)

Teachers also influence on students' behavior and motivation in language learning. Teacher is one of students' reasons for studying the second language or having good attitudes

toward the language learning. Teachers can give a positive contribution to students' motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive.

g. Culture and Status

There is some evidence that students in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress. Social factors at a more general level can affect motivation, attitudes, and language learning success. One such factor is the social dynamic or power relationship between the languages.

h. Age

Second language learning is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation. Research found that age distinguishes children and adults in learning

second language in certain aspects such as phonology, morphology, and syntax.

Approach and Method

Harmer (2001) gives distinctive definition of these the three terms. Approach refers to theories about the nature of language and language learning serving as the source of practices and principles in language teaching. An approach describes how language is used and how its constituent parts interlock – in other words it offers a model of language competence. An approach describes how people acquire their knowledge of the language and make statements about the conditions which will promote successful language learning.

A method is the principal realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization. Methods include various procedures and techniques as part of their standard fare.

Psycholinguistics Approach

No child fails to learn a native tongue and it is mainly learned before the age of five. Children are not taught language formally, but they all reach the same level of proficiency in using their native tongue by the time schools begins. Therefore psycholinguistics approach supports the idea that language acquisition is innately determined and it is rewired by birth since both acquisition and improvement in language are a biological process. Acquiring a language requires perception skills, cognition abilities, and other mechanism that are related with language.

Students are considered as people that always involve the three domains of psychology -cognitive, affective, and psychomotor- in their daily activities. The ability to use both receptive language (listening and reading) and productive (speaking and writing) involving the three domains earlier. The forms of language are organized in the mind of human beings

with interdependent connection of memory, perception, thought, meaning, and emotion (Demirezen, 2004).

Psycholinguistic approaches to language learning conceive language learning as a cognitive and individual process in which knowledge is constructed as the learner is (1) exposed to comprehensible input, (2) is given opportunities to both, negotiate, and (3) receive negative feedback. Psycholinguistic approaches to language learning tend to agree that a learner needs to be exposed to input (Carlos, 2008).

One of the most widely studied theories of input is Krashen's input hypothesis (1985). This theory predicts the likelihood for a learner to acquire a language when he/she is exposed to comprehensible input. Thus, to increase the chances for input comprehension, input should be just one step beyond the learner's current stage of linguistic competence.

The interaction hypothesis asserts that besides the input the learner is exposed to, manipulation of such input through interaction is what forms the basis for language development. According to Long (1997) input comprehensibility increases as learners interact and use different type of interactional modifications (comprehension checks, confirmation checks, and clarification requests) to overcome communication breakdowns. Long's work sparked interest among the so-called interactionist who turned their research agendas to examine how speakers modify their speech and interaction patterns to allow their interlocutors to participate, understand, and keep the flow of conversations.

The psycholinguistics approach focuses upon what humans know when they talk and how they acquire that knowledge and how that knowledge is put to use. Matlin (1994) states that the central approach of psycholinguistics theory is how people learn a language biologically and what transformational rules that enable people understand the language. This means that

developmentally appropriate instruction must be considered in language learning.

A. Psycholinguistics Approach and Four Language Skills

Psycholinguistics theories have explained the mental processes that occur in human brain during a person produces and perceives a language. Language perception includes the activity of listening and reading, while the language production includes the activity of speaking and writing. The four activities are called as the four of language skills. Following will be described some benefits of psycholinguistics theories in language learning and teaching as explained by Demirezen (2004).

1. Psycholinguistics Approach and Listening Skill

Psycholinguistics researchers have indicated that in teaching listening, the intrinsic and extrinsic difficulties should be overcome in order to reach to a highly qualified listening activity. Intrinsic difficulty refers to the speed of the speech, number of unknown words, and prior knowledge about topic. Extrinsic difficulty refers to students' interest, motivation, purpose of listening activity, and noise in the environment.

Psycholinguistics knowledge will help teacher to reduce the intrinsic and extrinsic difficulties. Teacher can prepare a listening text with topic that is familiar for students, consisting of 100 words, and including 10 new vocabulary items. Teacher also minds about the reading speed and the noise of environment. Moreover, teacher can increase students' interest and motivation by designing an interesting and comfortable class.

2. Psycholinguistics Approach and Reading Skill

Psycholinguistics approach resorts to text-based approach as a case of bottom-up processing so as to emphasize the comprehension activity and top-down processing to stress the fact that comprehension rests primarily on students' knowledge base.

Bottom-up processing happens when someone tries to understand language by looking at individual meanings or grammatical characteristics of the most basic units of the text and moves from these to trying to understand the whole text. Top-down processing of language happens when someone uses background information to predict the meaning of language they are going to read to. Rather than relying first on the actual words, they develop expectations about what they will read, and confirm or reject these as they read.

This theory emphasizes that the understanding the meaning of a text essentially rests on the prior knowledge of students. Psycholinguistics helps learners to reduce the intrinsic difficulties in reading activity by arousing the interest of the students onto the reading text. Teachers need to provide authentic and contextual reading material because if students are not properly exposed to authentic materials they may fail in seeing their relevance to the real world.

3. Psycholinguistics Approach and Writing Skill

Psycholinguistics helps in understanding the students' mistakes in writing. It has a clear contribution on spelling mistakes since in English words are not spelled as they sound. There is a hardship on this case because storing of the spelling of words and retrieve them on demand is very difficult.

Psycholinguistics approach indicates that there are mistakes in writing caused by agraphia, which must be treated properly. Psycholinguistics helps to find interesting topic to write. It serves to decrease the level of the difficulties in writing. It helps to specify the writing levels and writing types. It pins down the mechanic mistakes on punctuation and suggests certain cures for them.

4. Psycholinguistics Approach and Speaking Skill

Psycholinguistic approach has a workable

control over the field of teaching speaking as a skill. It has specified several difficulties on speaking such as students' oriented difficulty. Psycholinguistics also explains that personality, like introvert and extrovert students, affects students' performance in language learning. Speaking defects like voice disorders, stuttering, and disarticulation are also psychological in origin caused by personality factor.

There are also some traumatic disorders such as aphasia and autism caused by localized in damage. It is recommend therapies and counseling practices for such difficulties. Thus, the investigations of psycholinguistic approach have provided solutions for almost each type of language learning difficulty.

With the knowledge, teachers can apply the appropriate techniques to teach speaking skills by considering the condition of the learner and find interesting topics to be discussed in speaking class.

Language Teaching Methods of Psycholinguistics Approach

An approach in language teaching consists of theories of the nature of language and the theories of language learning. Language teaching methods are concretization of language teaching approaches. A method of language teaching can be well understood if its fundamental theories are clearly understood. Fundamental theories in developing language teaching methods are divided into two main theories; the theory of language and the theory of language learning.

There are three fundamental theoretical views in developing the language teaching method: structural theory, functional theory, and interactional theory. Structural theory views language as a system of grammatical unit: phrases, clauses, sentences, affixes, and soon. Functional theory views language from its function as a mean of communication: informational, emotional, persuasive, and social. Interactional theory views language as a mean to realize interpersonal relationship and as a performance of social

transaction between individual and society. Each view implicates differently in the development of language teaching method.

Beside the theory of language, the developing of language teaching method is also based on the theory of language learning that related to two main questions; (1) what cognitive process that involved in language learning, and (2) what condition are needed to reach a high quality of language learning activity. Psycholinguistics has clearly answered these two questions. Therefore, psycholinguistics has been used widely as fundamental theory in developing language teaching method. Some methods which were developed based on psycholinguistic approach are described as following (Harras and Andika, 2009)

1. Natural Method

This method is developed by Tracy D. Terrel. This method believes that language learning is a reproduction of the way humans naturally acquire their native language. This method rejects earlier methods such as the audiolingual method. Psycholinguistic principles in language learning according this method are as following.

- a. Language mastery relies on learning language skills in natural context and less on conscious learning of grammatical rules.
- b. Learning a language is an effort to develop communicative competence, the ability to understand the speech of native speakers and native speakers understand the learners' speech without any error which can interfere with meaning.
- c. Comprehension is primary than production.
- d. The model that underlies this method is five monitors theory: (1) acquisition-learning hypothesis, (2) natural order hypothesis, (3) monitor hypothesis, (4) feedback hypothesis, (5) affective filter hypothesis.

The consistency of this method is shown by natural technique developed by teacher. Teacher stimulates the learners to competence activity such as problem solving, game, and humanistic affective. Problem solving is designed to train learners to find out a right situational answer or solution. Games are considered as an interlude activity, but it is designed to improve students' language competence. Humanistic affective is designed to implicate opinions, feelings, ideas, and reaction to language learning activity.

2. Total Physical Response Method

This method is developed by psychologist from San Jose State College, United States, James J. Asher (1966). Psycholinguistic principles in language learning according this method are as following.

Language competence will improve significantly by involving kinesthetic sensory system in language learning. This related to the fact that children are given utterances that require them to move physically.

Comprehension is primary rather than speech production. Students are directed to achieve comprehension competences before they try to speak or write.

Related to kinesthetic theory, it is believed that there is a positive correlation between physical movements and students' language achievement. It becomes the focus in designing and applying appropriate language teaching technique in a certain topic.

A spacious classroom is required in applying this method. The class ideally consists of 20-25 students. This method can be applied to teach children or adults. Grammatical rules are presented in imperative sentences because basically all materials are presented in imperative sentences. In this method, dictionary is unneeded because the meaning of words will be expressed by physical activities. Students usually do not get homework because language learning is performed together in the classroom.

3. Suggestopedia

This method is developed by Georgy Lazanov, a psychiatrist in Bulgaria in 1975.

Psycholinguistic principles in language learning according this method are as following.

1. Humans can be directed to do something by giving them a relaxed atmosphere and opened and peaceful mind. These will stimulate nerves to easily respond and store the information for longer.
2. Before the lesson started, students are persuaded to relax their body and mind in order to gather hypermnestic ability, it is an incredible supermemory.
3. The classroom is set up with dim light, comfortable seats, relaxed atmosphere and classical music.
4. Laboratorial program and strict grammar exercise are rejected in the class.
5. Generally, material is presented in a long dialogue. The characteristics of the dialogue are: (a) emphasizes vocabularies and content, (b) related to the real life, (c) practical utility, (d) relevant emotionally, and (e) some words are underlined and given the phonetic transcription.

Each meeting in this method is divided into three time allocations. The first is reviewing the previous topic through discussion, games, sketch, or role playing. If students do some mistakes, teacher corrects it carefully to keep a positive atmosphere. The second is distributing the dialogue traditionally. The third is relaxing students. This is divided into two: active activity and passive activity.

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Cognitive mechanism in proverbs within European multilingualism

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Abstrakti

Cognitive mechanism is the universal recognition of proverbs that speakers use, which is made in order to produce, understand and transmit. Thus, we can understand people in low levels limits or understanding of these lower forms based on human behavior. Proverbs remain the most elaborative usage, which are used to understand human nature. This is important for analysis of proverbs and their interpretation. To many populations we find proverbs that are equivalent between them, but many are proverbs that are not equivalent to the means of expression of parabolic comprehension. In cases where between proverbs we have no equivalence expressivity in the same proverbs, we interpret them as such, because there operates universal hidden mental mechanism.

It's so natural for us to understand the inhuman qualities along humane treatment,

when often we encounter difficulties in understanding the metaphors for characteristics of the animal. According to these definitions of Lakoff & Turner¹, it seems that we have to accept the assumption that what is hidden in the knowledge of the proverb is so natural as much as universal. This recognition is widespread and deeply rooted in different cultures as well as diverse, which means that it is natural. It's a deal, no matter how it is spread, but for this reason it is a subject to possible changes. Then these universal metaphorical triages are common to many societies and cultures. This is the coincidence of proverbs, if not in form, at least, in the messages they transmit through different cultures in the world.

Keywords: transmit, dialectics, diverse, elaborative usage, phraseology, etc

¹ Lakoff & Turner, "More than cool reason": *A field Guide to Poetic Metaphor*, University of Chicago Press 1989: 83-85.

Abstrakti

Mekanizmi njohës është njohja universale e fjalëve të urta që përdorin folësit, i cili bëhet për të prodhuar, kuptuar dhe transmetuar. Kështu, ne mund t'i kuptojmë njerëzit në kufijtë e niveleve të ulëta ose të kuptojmë këto forma më të ulëta bazuar në sjelljen njerëzore. Fjalët e urta mbeten përdorimi më shtjellues, i cili përdoret për të kuptuar natyrën njerëzore. Kjo është e rëndësishme për analizën e fjalëve të urta dhe interpretimin e tyre. Në shumë popuj, ne gjejmë fjalë të urta që janë ekuivalente midis tyre, por shumë janë fjalë të urta që nuk janë të barasvlefshme me mjetet shprehëse të të kuptuarit parabolik. Në rastet kur midis fjalëve të urta nuk kemi shprehje ekuivalente me të njëjtat fjalë të urta, andaj i interpretojmë si të tilla, sepse aty funksionon mekanizmi i fshehur mendor universal.

Është kaq e natyrshme që ne të kuptojmë cilësitë çnjerëzore sëbashku me trajtimin njerëzor kur shpesh hasim vështirësi në të kuptuarit e metaforave për karakteristikat e kafshës. Sipas këtyre përkufizimeve të Lakoff & Turner, duket se duhet të pranojmë supozimin se ajo që fshihet në njohjen e fjalës së urtë është ajo e natyrshme sa edhe universale. Kjo njohje është e përhapur dhe e rrënjësuar thellë në kultura të ndryshme si dhe e larmishme, që do të thotë se është e natyrshme. Është një marrëveshje, sido që të përhapet, por për këtë arsye është subjekti ndryshimeve të mundshme. Atëherë kjo pasuri metaforike universale është e zakonshme për shumë shoqëri dhe kultura. Kjo është rastësia e fjalëve të urta, nëse jo në formë, të paktën, në mesazhet që transmetojnë për kultura të ndryshme në botë.

Fjalë kyçe: transmetim, dialektikë, i larmishëm, përdorimshtjellues, frazeologji etj.

1-Translation process in transferring the meaning metaphorically in proverbs

I always thought that proverbs are the result of social values, cultural, political, and the

only difference between one and the other is their prevalence in time by countries and societies. This kind of division, in order to arrive at conclusions is helpful for the sake of work, as we aim to spoil some similarities and differences in the body of English proverbs. For whatever reason, probably in early cognitive development, humanity inevitably formulated base model "the great chain of life". It looks like "the great chain of life" is widespread and has a very strong appeal and very naturally. This is somewhat intimidating. It includes what the worst policy, social, and ecological influenced by the "the great chain of life" will not go away quickly or easily or without their permission.

Inter-semiotic translation or transmutation (an interpretation of verbal signs by means of signs of nonverbal sign systems).

Having established these three types, of which translation proper describes the process of transfer from SL to TL; Jakobson goes on immediately to point to the central problem in all types: that while messages may serve as adequate interpretations of code units or messages, there is ordinarily no full equivalence through translation.

Translation is considered as a process because it produces meaning in the end. As it is known the translator transfers the meaning from one language to another:

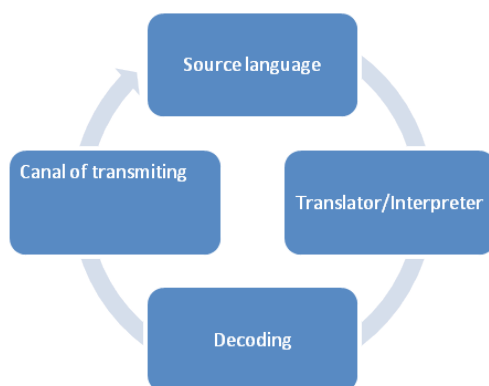
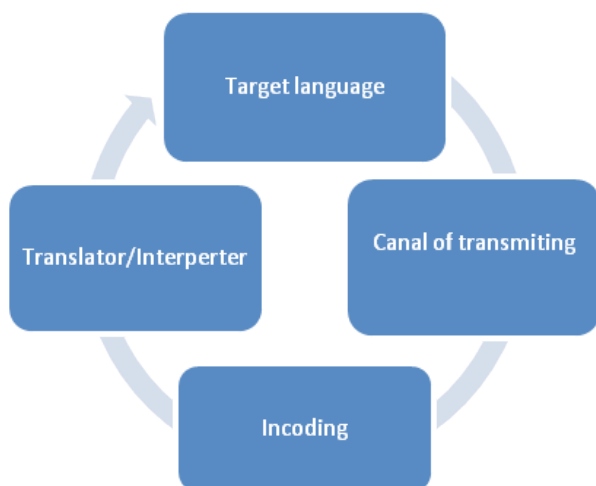


Fig.2



According to the chart showed above it is evident that the only thing in common in the process of translating or interpreting is the translator or the interpreter. The translator, therefore, operates criteria that transcend the purely linguistic, and a process of

decoding and recoding takes place. Eugene Nida's model of the translation process illustrates the stages involved with just three principals that need to be taken into consideration:

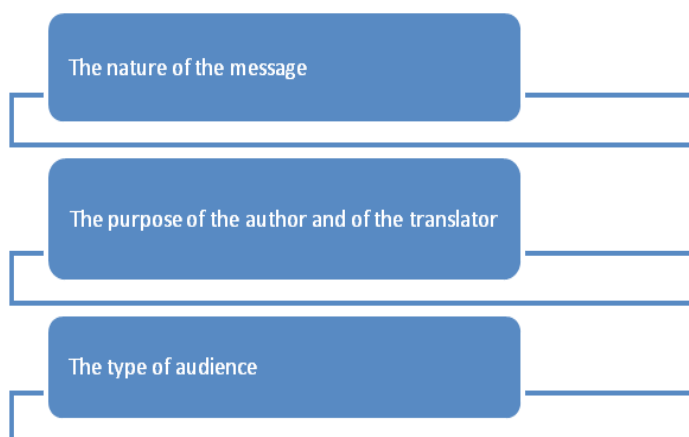


Fig.

- In some messages the content is of primary consideration, and in others the form must be given a higher priority.
- to give information on both form and content; to aim at full intelligibility of the reader so he/she may understand the full implications of the message; for imperative purposes that aim at not just understanding the translation but also at ensuring no misunderstanding of the

translation.

prospective audiences differ both in decoding ability and in potential interest.

3. Transfer of parabolic meaning from the first language in second language

Relevance theory is associated with pragmatics, which is primarily concerned with how language is used in

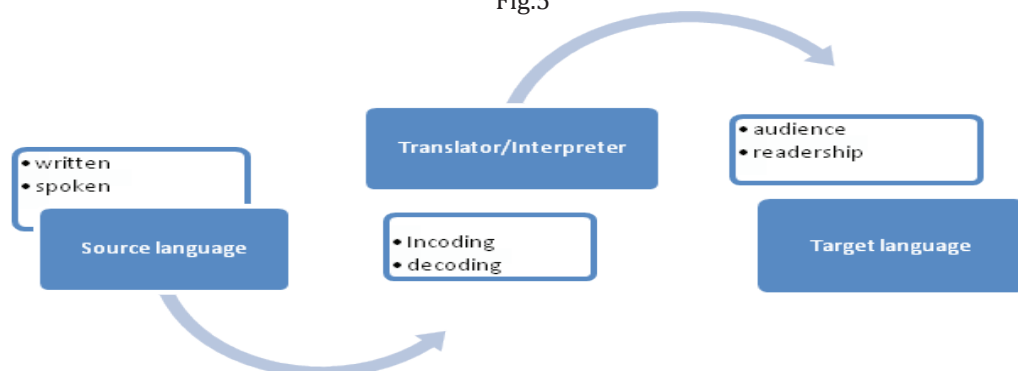
communication, particularly with the way meaning is conveyed and manipulated by the participants in a communicative situation. In other words, pragmatics deals with 'speaker's meaning' and the way it is interpreted by the hearer(s), in what is known as 'implicative'. (Palumbo. 2009: 89)

In translation, implicative can be seen as one kind or level of equivalence between a ST and TT at which can be established. (The pragmatic equivalence is Baker's seventh

kind, discussed in Chapter Five below). The theory, according to Gutt, is developed by Spender and Wilson who emphasize the 'interpretive use of language' as distinct from the 'descriptive use.

All the theories explained above have the some elements of the translation process. In the chart it is showed that again the translator is the key to have a successful translated work.

Fig.5



All the idiomatic expressions (idiom, phraseology and proverbs) essentially they refer to certain trends of words that appear together, near to each - other or too close to one - another, eg,

Money makes you talk, bullshit walks:

Hatim & Mason paradigmatic groups argue that the **idiomatic and proverbial expressions** are faced along a long extension of the text portion, usually to create genres and dictionaries². Any other author³ makes a division of **idiomatic and proverbial expressions** from grammatical and lexical part, distinguishing autonomous units as names, verbs adjectives and prepositions limited expression or received within the grammatical structures. Let's bring an illustration: ***plug in, Supply of.***

Newmark⁴ claim that the key issue in a

² Hatim & Mason, *Translation studies*, Durham University, 1990: 47.

³ Bahns, *Lexical collocations: a contrastive view*, Universiteti Kiel, Gjermani 1993:14.

⁴ Newmark, *Approaches to translations*, Prentice Hall, Indiana University 1988: 213.

translation is to find adequate expression. In common business language exist their linguistic rules for which their translation may be literal and some other times not as such, which means that demand for its equivalent in native language is evident, e.g.: ***Bad money drives out good.***

Hatim & Mason⁵, also watches the **spectrum idiomatic and proverbial expressions** as one of the greatest problems of translation, until interference of **SL** can lead towards the expressions of commonly spoken language that does not sound natural in **TL**.

3. If it studied the references of proverbs in English, immediately is noticed that from older time period until today, although their interpretation is brought about principle of benefit. We should not forget that from them is always looked for utilitarian character - the ethical and utilitarian - cognitive one. Here are some examples of proverbs

⁵ Hatim & Mason, *Characterising the Genre of the Corporate Press Release*, University of Heriot Watt, Edinburg, U.K 1990: 204.

language, expressing care and vigilance, as in the examples.

- **Believe nothing of what you hear and only half of what you see**⁶;

- **Fact is stranger than fiction**;

The use of proverbs can donate diverse functions of social pragmatic communication and also other functions, which are true for interactive situations

So proverbs can contribute to spread and regain prejudices, stereotypes of any kind. Like some proverbs are often applied in political speeches and different propaganda.

For the aspects mentioned above is also vital to note that proverbs do not exist in a cultural vacuum, but continue to be used depending on the language and its use. Although it may be very limited, culturally, as containing components that may be prohibited in culture or specific regions.

4. Conclusions

Studies show that their original version is used in everyday conversations and are understood in terms of background assumptions and values, so that they are primarily a social phenomenon. Nevertheless, they are often found in written texts, in speeches, in horoscopes, also in the headlines of newspapers and magazines and online programs, you tube and bloggers.

The context is essential into correct interpretation, because they provide their message indirectly, but in any case whatsoever, merely seeing we can learn more about a specific culture.

Many researchers has proved that between people, is supported a/symmetric proverbs which matches the semantic context by means of linguistic expression, there was a great host of semantic context proverb which have the same one, but they use different means of achieving linguistic tends and after the interpretative ones. Researchers of foreign language, especially in such cases should be very careful and make efforts in transferring the semantic meaning of the

6 Çelo, Evis, *Proverba angleze*, Vlore, Shqipëri 2011: 6.

proverb, their context expressive tools in order to harmonize with the expressivity of respective foreign language. Other words the well-known proverbs are cited partially, modified or simply implemented until clearly stated.

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Developing Communication Skills through Foreign Language Learning

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Abstract

In recent years, global expansion has become a trend for companies and organizations. They find themselves in need of finding staff & personnel who are capable of communicating effectively in different countries. This condition has become indispensable to success. Seen in this context, globalization challenges our students to be capable of interacting and communicating with individuals from various cultural backgrounds who speak different languages, and also be able to break through traditional values to create new perspectives and ways of mutual understanding, i.e. *Cultural awareness* needs to be embedded through language learning. In this world where governments and economies are no longer limited by traditional boundaries, it is important for our students to be knowledgeable in social issues, politics, economics, and other issues not only from their home country, but also from around the world- thus global *knowledge* becomes a *key* to this new '*path*'.

In addition to developing communication skills, cultural awareness, fostering global knowledge attitudes, it is also important for students to learn how to solve problems, how to work in a team, have proper attitudes and exact manners when they are working

internationally. This paper aims to bring at hand some *fundamentals* for an *international career*. Acquiring & attaining these three fundamental tips will help our students to not only have international success but also be ready for an international career too.

Key Words: *communication skills, global knowledge, fundamental tips, cultural awareness, international career.*

Introduction

We live in a rapidly changing global environment, where cultural interaction is a vital fact. It is no longer uncommon for someone to leave his or her hometown to travel abroad. Experts report that every day, about two million people pass international borders. About 700 million people travel once a year for fun, although not all cross the border. Many others cross borders to study. About 600,000 students go to the United States each year to study, and about 160,000 American students' study abroad.¹

This changing global environment has also impacted expanded cultural change in many contexts within states. Due to the increasing cultural diversity in the world,

¹ World Tourism Organisation. <http://www.worldtourism.org/facts/menu>

businesses must necessarily be more attentive to diversity issues. Benefiting from communication skills as a result of cultural diversity in the workplace involves not only different employees and employers but also exploring new business markets, developing new products and marketing products efficiently.

Education is an important context for communication as students and teachers come from a range of cultural backgrounds and bring a variety of expectations to the classroom. Educational institutions must be structured in different ways within different cultures, but they remain one of the most important social institutions for progress in any society. If educators and students communicate in ways that are not sensitive to cultural change in educational institutions, these institutions may end up repeating social inequality in our society. Education is widely perceived as an important opportunity for the advancement of society. After all, if you cannot read or write, you find it difficult to be successful in society. However, beyond the basic skills of reading, writing and arithmetic we need to think about the goals of education, typical of different cultures. For example, what kind of knowledge does an Italian or Englishman need to succeed in Italian or English society? There is no universal curriculum that students follow. It is not surprising that the educational goals for different cultural groups are mainly driven by the needs of members to know about themselves and their society.

In this paper, global knowledge refers to knowledge that is beyond local context. It is cross-cultural, and tends to be characterized by a diversity in source. As such, global knowledge has to surpass cultural boundaries. Throwing a look at different knowledge domains, like technical or social, political or cultural, the global knowledge needs to be developed for positive

international competition, economic cooperation and international career. *Global knowledge* is fostered through technology exchange and sharing of information among nations, by communicating in a common language, like English as Lingua Franca. This develops international friendship, social cooperation across cultures; and achieving the ideal of eliminating national, regional, and racial and gender biases.

Cultural awareness

Changes in science, technology, economy, political systems, and immigration patterns, especially the emergence of Internet, have created a world in which we increasingly interact with people from different cultures.

The levels of students' cultural awareness toward the target language (English/Italian) have a profound influence on the foreign language teaching (English) practice and performance. However, while CA has provided a vital base of knowledge in relation to the cultural aspects of language use and teaching, it is still rooted in a national conception of culture and language. Obviously linguistic knowledge alone is not enough to provide successful interactions with native speakers in cross cultural communications. Cultural mistakes are worse than linguistic ones because they tend to cause misjudgments, or ill feelings between native and foreign speakers. "Learning a foreign language well does not simply mean mastering its pronunciation, grammar and vocabulary. In fact, the learning of a language is inseparable from the learning of its culture"² It shows that students should not only grasp vocabulary, grammar and pronunciation but also properly understand the relationship between language teaching and culture.

The fundamental function of language is to communicate. Successful English teaching is to help language learners develop a good

² c.f. Fan Hu-ping, Jiang Hong-xia, 1997, p. 80.

communicative ability. However, nowadays we also see that after many years of English learning, students still find it difficult to communicate with native English speakers. The reason is that our culture is different from that of English-speaking countries and Albanian students may transfer their mother tongue references of language used to their English performance and fail to communicate effectively.

Therefore, English teachers are facing one problem: equipping students with the knowledge of cultural background and improving their cross-cultural communicative competence in English teaching. In other words, teachers must not only help improve students' linguistic ability, but also focus on developing students' cultural awareness.

Communication Skills in the Educational Environment

Most of our behavior when communicating in the classroom is not interpreted in the way we think it is, as something with people from different cultural backgrounds. Education is deeply rooted in culture and our expectations for the education process are part of this culture. The roles we play in the classroom are more part of the cultural influences on schooling. When a professor named Tom was teaching at a French-speaking university in Belgium, another professor gave him very valuable advice: "In Belgium students do not answer professors' questions and if they know the answer. In the United States, American students answer professors' questions even if they do not know the answer. "This cultural generalization was useful to Tom when he was in the role of professor in this context different from the usual one. Although he asked questions during the semester, the lack of class discussion was understandable.

The clash of culture over learning styles, the different ways in which students learn

in different cultures and teaching styles, is common for students who travel more and more to study in other cultures. Often, we are unaware of our cultural assumptions about education until we are confronted with different ways of learning. In a study focusing on Chinese students studying at a university in New Zealand, researcher P. Holmes found that Chinese students learned to adapt to communication styles in New Zealand classrooms that included interrupting, questioning, and challenging material. They found a lot of guidance from foreign students who helped them adjust, but found it difficult to engage in intercultural communication with New Zealand students.³

As in other social settings, the classroom is filled with expectations about power relations. In the United States, for example, relationships between instructors and students tend to be less formal than in other cultures. The notions of "right" and "wrong" are also culturally entrenched. Our evaluation system is not universal at all. Different cultures use different ways to evaluate student work.

Below we will present in detail some of the skills so as to be a good communicator.

• Self-reflection

Self-reflection refers to the process by which we "look in the mirror" to cultivate ourselves. To have effective communication we need to understand ourselves and our position in society. When we learn about other cultures and cultural practices, we often learn a lot about ourselves. The knowledge you gain from experiences is an important way to learn about communication. Many immigrants have noticed that they never felt the same way as someone of their own

³ Holmes. (2005) Ethnic Chinese students' communication with cultural others in a New Zealand university. *Communication Education*, 54,289-311.

nationality until they left their homeland. As a result of the process of self-reflection, when you gain more intercultural experience, our views on ethics may change, for example, we may have thought that marriages with the match-maker were misdirected and unethical until you gained more experience with people in successful marriages with the match-maker. Many cultural attitudes and ideas are ingrained in us, so it is difficult to discover and identify. It is never easy to discover who we are, on the contrary it is an ongoing process that cannot fully introduce the evolving man.

• Learning about the others

It is important to keep in mind that the study of culture is actually the study of other people. We should never stray from the humanism of case study and we should not observe people as if they were zoo animals. It is true that people face difficulties when they talk about people from different cultures but it is essential to talk to them and not just describe others from afar.

• Listening to the others

We learn a lot from real life experience. By hearing about the experiences of people who are different from us, we gain the ability to see the world from different perspectives. Numerous changes based on race, gender, sexual orientation, nationality, ethnicity, age, etc., have a profound impact on people's daily lives. Listening attentively to people when they tell us about their experiences and knowledge helps us learn about other cultures. Researchers suggest that instead of speaking, focusing on mutual listening creates the basis for successful understanding.

The Japanese scholar Ishii⁴ suggests that the real essence of communication is listening. An effective communicator; sensitive to
⁴ Ishii, S. (1984) Enryo-sasshi communication: A key to understanding Japanese interpersonal relations. Cross Currents, 11, 49-58.

another person listens carefully before speaking. He or she hears the message from the other person, thinks and rethinks about the message making efforts for different possible interpretations as well as to understanding the potential purpose of the speaker. So the point here is that we can really understand another person only after we have listened to him carefully.

• Developing a sense of social justice

A final ethical issue relates to the responsibility that arises with the acquisition of intercultural knowledge. One way of perceiving ethical responsibility suggests that intercultural learning is not only transformative only for the individual, but for a wider society in an increasingly interdependent world. The first step in working for social justice is to acknowledge the existence of oppression and inequality. As we try to emphasize, cultural differences are not just interesting and amazing; they exist within a hierarchy where some are privileged and set rules for others. It is important that as part of this increasingly interdependent global community, students have a responsibility to educate themselves not just about interesting cultural changes but also about conflicts, the influences of stereotypes and prejudices that can oppress and deny their rights basic humanities and apply this knowledge to the communities where they reside and interact.

• Conclusion

In this article we addressed some of the challenges that cultural change brings to the educational process. As education is a process of socialization and culture it is valuable for intercultural communication. Different cultures have different educational purposes. Curricula in some nations do not reflect their cultures, but instead focus on the European cultures of their former colonizers.

We also explored ways in which

communication in education can affect students' cultural identity and self-esteem. It is not easy to find a way with special suggestions that would work in any situation. Communication is very complicated. However, we can identify different general skills, which can be applied to different aspects of communication covered in this article. It is important to keep in mind that it takes time to become a good communicator and it is more of a lifelong process.

Obviously, it is essential to develop intercultural communication abilities in class, based on the students' language skills. On the other hand, attention should also be paid to help learners gain an awareness of the need that they will have to continue learning the language and foreign culture on their own once they leave the classroom.

Language is part of culture and plays a very important role in it. As cultures are diverse, languages are diverse. It is natural that with difference in cultures and in languages, difficulties often arise in communicating between cultures and across cultures. Understanding is not always easy. Learning a language, in fact, is inseparable from learning its culture. In this global village, the distance between people is being shortened because of the international language—English, but how can we truly master English? A good way to develop our English is to explore specific English culture in depth. Therefore, the development of cultural awareness in English teaching is conducive to having a good command of English itself.

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The Natural Acquisition of a Second Language. New definitions and New Language Difficulty on Second -Language Acquisition

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Abstrakt

Përvetësimi i gjuhës së dytë (SLA), i quajtur ndonjëherë si të mësuarit e gjuhës së dytë, është procesi me të cilin njerëzit mësojnë një gjuhë të dytë. Fusha e përvetësimit të gjuhës së dytë është një nëndisiplinë e gjuhësisë së aplikuar, por gjithashtu merr vëmendje kërkimore nga një sërë disiplinash të tjera, si psikologjia, pedagogjia etj.. Një temë qendrore në kërkimin SLA është ajo e ndërgjuhës, e cila përcakton një sistem të plotë gjuhësor më vehte, me rregullat e veta sistematike. Kjo ndërgjuhë zhvillohet gradualisht ndërsa nxënësit janë të ekspozuar ndaj gjuhës së synuar. Rendi në të cilin nxënësit përvetësojnë veçoritë e gjuhës së tyre të re mbetet jashtëzakonisht konstant. Megjithatë, gjuhët që nxënësit tashmë i dinë mund të kenë një ndikim të rëndësishëm në procesin e të mësuarit të një gjuhe të re prej tyre. Ky ndikim njihet si transferimi i gjuhës. Faktori kryesor që nxit të ashtëquajturën SLA është inputi gjuhësor që marrin nxënësit. Ata bëhen më të avancuar sa më gjatë të zhyten në gjuhën që po mësojnë dhe sa më shumë kohë kalojnë duke lexuar vullnetarisht në atë gjuhë. Hipoteza e përvetësimit të gjuhës së dytë e zhvilluar nga gjuhëtari Stephen Krashen teorizon se vetëm të dhëna të kuptueshme janë të nevojshme për përvetësimin e gjuhës së dytë. Krashen bën një dallim midis përvetësimit të gjuhës dhe mësimit të gjuhës, duke pretenduar se përvetësimi është një proces i nënndërgjegjshëm, ndërsa të

mësuarit është një proces i vetëdijshëm. Sipas kësaj hipoteze, procesi i përvetësimit të gjuhës në L2 është i njëjtë me përvetësimin e gjuhës në L1. Krashen argumenton se rregullat e gjuhës së mësuar me vetëdije luajnë një rol të kufizuar në përdorimin e gjuhës së dytë apo të huaj, duke shërbyer si një monitor që mund të kontrollojë rezultatet në përvetësimin e gjuhës së dytë, por vetëm nëse supozojmë se nxënësi ka kohën e duhur, njohuri të mjaftueshme dhe prirje për ta mësuar këtë gjuhë të dytë. Puna pasuese, nga studiues të tjerë, ka sugjeruar se mundësitë për rezultate më të mira në përvetësimin e gjuhës së dytë dhe ndërveprim gjatë përdorimit të saj, mund të jenë gjithashtu të nevojshme për nxënësit, që dëshirojnë të arrijnë nivele më të avancuara të përvetësimit të gjuhës së dytë apo të huaj.

Fjale kyçet: *gjuha, përvetësimi, nxënësit, efektet, njohuritë, Krashen*

Abstract

Second-language acquisition (SLA), sometimes called second-language learning, is the process by which people learn a second language. The field of second language acquisition is a sub-discipline of applied linguistics but also receives research attention from a variety of other disciplines, such as

psychology and education. A central theme in SLA research is that of interlanguage: the idea that the language that learners use is not simply the result of differences between the languages that they already know and the language that they are learning, but a complete language system in its own right, with its own systematic rules. This interlanguage gradually develops as learners are exposed to the targeted language. The order in which learners acquire features of their new language stays remarkably constant, even for learners with different native languages and regardless of whether they have had language instruction. However, languages that learners already know can have a significant influence on the process of learning a new one. This influence is known as language transfer. The primary factor driving SLA appears to be the language input that learners receive. Learners become more advanced the longer they are immersed in the language they are learning and the more time they spend voluntarily reading. The input hypothesis developed by linguist Stephen Krashen theorizes that comprehensible input alone is necessary for second language acquisition. Krashen makes a distinction between language acquisition and language learning, claiming that acquisition is a subconscious process, whereas learning is a conscious one. According to this hypothesis, the acquisition process in L2 is the same as L1 acquisition. Krashen argues that consciously learned language rules play a limited role in language use, serving as a monitor that could check second language output for form assuming the learner has time, sufficient knowledge, and inclination. Subsequent work, by other researchers, has suggested that opportunities for output and interaction may also be necessary for learners to reach more advanced levels.

Keywords: *language, acquisition, learners, effects, knowledge, Krashen*

Introduction

Second language refers to any language learned in addition to a person's first language; although the concept is named second-language acquisition, it can also incorporate the learning of third, fourth, or subsequent languages. Second-language acquisition refers to what learners do; it does not refer to practices in language teaching, although teaching can affect acquisition. The term acquisition was originally used to emphasize the non-conscious nature of the learning process, but in recent years learning and acquisition have become largely synonymous. SLA can incorporate heritage language learning, but it does not usually incorporate bilingualism. Most SLA researchers see bilingualism as being the end result of learning a language, not the process itself, and see the term as referring to native-like fluency. Writers in fields such as education and psychology, however, often use bilingualism loosely to refer to all forms of multilingualism. SLA is also not to be contrasted with the acquisition of a foreign language; rather, the learning of second languages and the learning of foreign languages involve the same fundamental processes in different situations.

The academic discipline of second-language acquisition is a sub-discipline of applied linguistics. It is broad-based and relatively new. As well as the various branches of linguistics, second-language acquisition is also closely related to psychology and education. To separate the academic discipline from the learning process itself, the terms second-language acquisition research, second-language studies, and second-language acquisition studies are also used.

SLA research began as an interdisciplinary field; because of this, it is difficult to identify a precise starting date. However, two papers

in particular are seen as instrumental to the development of the modern study of SLA: Pit Corder's 1967 essay *The Significance of Learners' Errors* and Larry Selinker's 1972 article *Interlanguage*. The field saw a great deal of development in the following decades. Since the 1980s, SLA has been studied from a variety of disciplinary perspectives, and theoretical perspectives. In the early 2000s, some research suggested an equivalence between the acquisition of human languages and that of computer languages by children in the 5 to 11 year age window, though this has not been widely accepted amongst educators. Significant approaches in the field today are systemic functional linguistics, sociocultural theory, cognitive linguistics, Noam Chomsky's universal grammar, skill acquisition theory and connectionism. There has been much debate about exactly how language is learned and many issues are still unresolved. There are many theories of second-language acquisition, but none are accepted as a complete explanation by all SLA researchers. Due to the interdisciplinary nature of the field of SLA, this is not expected to happen in the foreseeable future. Although attempts have been made to provide a more unified account that tries to bridge first language acquisition and second language learning research.

Stages

Stephen Krashen divides the process of second-language acquisition into five stages: preproduction, early production, speech emergence, intermediate fluency, and advanced fluency. The first stage, preproduction, is also known as the silent period. Learners at this stage have a receptive vocabulary of up to 500 words, but they do not yet speak their second language. Not all learners go through a silent period. Some learners start speaking straight away, although their output may consist of imitation rather than creative language

use. Others may be required to speak from the start as part of a language course. For learners that do go through a silent period, it may last around three to six months. The second of Krashen's stages of acquisition is early production, during which learners are able to speak in short phrases of one or two words. They can also memorize chunks of language, although they may make mistakes when using them. Learners typically have both an active and receptive vocabulary of around 1000 words. This stage normally lasts for around six months. The third stage is speech emergence. Learners' vocabularies increase to around 3000 words during this stage, and they can communicate using simple questions and phrases. They may often make grammatical errors. The fourth stage is intermediate fluency. At this stage, learners have a vocabulary of around 6000 words, and can use more complicated sentence structures. They are also able to share their thoughts and opinions. Learners may make frequent errors with more complicated sentence structures. The final stage is advanced fluency, which is typically reached somewhere between five and ten years of learning the language. Learners at this stage can function at a level close to native speakers. Krashen has also developed a number of hypotheses discussing the nature of second language learners' thought processes and the development of self-awareness during second language acquisition. The most prominent of these hypotheses are Monitor Theory and the Affective Filter hypothesis.

Language difficulty and learning time

The time taken to reach a high level of proficiency can vary depending on the language learned. Category I Languages include e.g. Italian and Swedish (24 weeks or 600 class hours) and French (30 weeks or 750 class hours). Category II Languages include German, Haitian Creole, Indonesian, Malay, Swahili (approx. 36 weeks or 900

class hours). Category III Languages include a lot of languages like Finnish, Polish, Russian, Tagalog, Vietnamese and many others (approx. 44 weeks, 1100 class hours). Of the 63 languages analyzed, the five most difficult languages to reach proficiency in speaking and reading, requiring 88 weeks (2200 class hours, Category IV Languages), are Arabic, Cantonese, Mandarin, Japanese, and Korean. The Foreign Service Institute and the National Virtual Translation Center both note that Japanese is typically more difficult to learn than other languages in this group. There are other rankings of language difficulty as the one by The British Foreign Office Diplomatic Service Language Centre which lists the difficult languages in Class I (Cantonese, Japanese, Korean, Mandarin); the easier languages are in Class V (e.g. Afrikaans, Bislama, Catalan, French, Spanish, Swedish)

The bottleneck hypothesis

The bottleneck hypothesis strives to identify components of grammar that are easier or more difficult to acquire than others. It argues that functional morphology is the bottleneck of language acquisition, meaning that it is more difficult than other linguistic domains such as syntax, semantics, and phonology because it combines syntactic, semantic, and phonological features that affect the meaning of a sentence.[18] For example, knowledge of the formation of the past tense in English requires both phonological patterns such as allomorphs at the end of the verb and irregular verb forms. Article acquisition is also difficult for L1 speakers of languages without articles, such as Korean and Russian. One study compared learner judgments of a syntactic feature, V2, and a morphological property, subject-verb agreement, using an acceptability judgment task. Researchers found that while Norwegian speakers who are intermediate and advanced learners of English could successfully assess the grammaticality of V2,

they had significantly more difficulty with subject-verb agreement, which is predicted by the bottleneck hypothesis. Cognitive and scientific reasons for the importance of this theory aside, the bottleneck hypothesis can also be of practical benefit as educators can maximize their time and focus on difficult problems in SLA classroom settings rather than placing attention on concepts that can be grasped with relative ease.

The cumulative effects hypothesis

This hypothesis claims that second-language acquisition may impose extra difficulties on children with specific language impairment (SLI), whose language delay extends into their school years due to deficits in verbal memory and processing mechanisms in comparison to children with typical development (TD). Existing research on individuals with SLI and bilingualism has been limited and thus there is a need for data showing how to support bilingual development in children with SLI. "Cumulative" refers to the combination of the effects of both internal deficits in language learning and external complications in input and experience caused by bilingualism, which could in turn overwhelm the learner with SLI. The theory predicts that bilingual children with SLI will be disadvantaged, falling behind both their monolingual peers with SLI and bilingual peers with TD. Paradis' longitudinal study examined the acquisition of tense morphology over time in children with SLI who are learning English as a second language. The study found that the acquisition profile for children with SLI is similar to those reported for monolinguals with SLI and TD, showing inconsistencies with CEH. This has provided evidence that SLA will not negatively harm children with SLI and could in fact be beneficial.

Comparisons with first-language acquisition

Adults who learn a second language differ

from children learning their first language in at least three ways: children are still developing their brains whereas adults have mature minds, and adults have at least a first language that orients their thinking and speaking. Although some adult second-language learners reach very high levels of proficiency, pronunciation tends to be non-native. This lack of native pronunciation in adult learners is explained by the critical period hypothesis. When a learner's speech plateaus, it is known as fossilization. Some errors that second-language learners make in their speech originate in their first language. For example, Spanish speakers learning English may say "Is raining" rather than "It is raining", leaving out the subject of the sentence. This kind of influence of the first language on the second is known as negative language transfer. French speakers learning English, however, do not usually make the same mistake of leaving out "it" in "It is raining." This is because pronominal and impersonal sentence subjects can be omitted (or as in this case, are not used in the first place) in Spanish but not in French. The French speaker knowing to use a pronominal sentence subject when speaking English is an example of positive language transfer. Not all errors occur in the same ways; even two individuals with the same native language learning the same second language still have the potential to utilize different parts of their native language. Likewise, these same two individuals may develop near-native fluency in different forms of grammar. Also, when people learn a second language, the way they speak their first language changes in subtle ways. These changes can be with any aspect of language, from pronunciation and syntax to the gestures the learner makes and the language features they tend to notice.[23] For example, French speakers who spoke English as a second language pronounced the /t/ sound in French differently from monolingual French speakers. This kind of

change in pronunciation has been found even at the onset of second-language acquisition; for example, English speakers pronounced the English /p t k/ sounds, as well as English vowels, differently after they began to learn Korean. These effects of the second language on the first led Vivian Cook to propose the idea of multi-competence, which sees the different languages a person speaks not as separate systems, but as related systems in their mind.

Learner language

Learner language is the written or spoken language produced by a learner. It is also the main type of data used in second-language acquisition research. Much research in second-language acquisition is concerned with the internal representation of a language in the mind of the learner, and in how those representations change over time. It is not yet possible to inspect these representations directly with brain scans or similar techniques, so SLA researchers are forced to make inferences about these rules from learners' speech or writing.

Interlanguage

Originally, attempts to describe learner language were based on comparing different languages and on analyzing learners' errors. However, these approaches were unable to predict all the errors that learners made when in the process of learning a second language. For example, Serbo-Croat speakers learning English may say "What does Pat doing now?", although this is not a valid sentence in either language. Additionally, Yip found that ergative verbs in English are regularly mis-passivized by L2 learners of English whose first language is Mandarin. For instance, even advanced learners may form utterances such as "what was happened?" despite the fact that this construction has no obvious source in neither L1 nor L2. This could be because L2 speakers interpret ergatives

as transitive, as these are the only types of verbs that allow passivization in English. To explain this kind of systematic error, the idea of the interlanguage was developed. An interlanguage is an emerging language system in the mind of a second-language learner. A learner's interlanguage is not a deficient version of the language being learned filled with random errors, nor is it a language purely based on errors introduced from the learner's first language. Rather, it is a language in its own right, with its own systematic rules. It is possible to view most aspects of language from an interlanguage perspective, including grammar, phonology, lexicon, and pragmatics.

There are three different processes that influence the creation of interlanguages:

1. Language transfer. Learners fall back on their mother tongue to help create their language system. Transfer can be positive, i.e. promote learning, or negative, i.e. lead to mistakes. In the latter case, linguists also use the term interference error.
2. Overgeneralization. Learners use rules from the second language in roughly the same way that children overgeneralise in their first language. For example, a learner may say "I goed home", overgeneralizing the English rule of adding -ed to create past tense verb forms. English children also produce forms like goed, sticked, and bringed. German children equally overextend regular past tense forms to irregular forms.
3. Simplification. Learners use a highly simplified form of language, similar to speech by children or in pidgins. This may be related to linguistic universals.

The concept of interlanguage has become very widespread in SLA research, and is often a basic assumption made by researchers

Learnability and teachability

Learnability has emerged as a theory explaining developmental sequences that crucially depend on learning principles, which are viewed as fundamental mechanisms of language acquisition within learnability theory.[34] Some examples of learning principles include the uniqueness principle and the subset principle. The uniqueness principle refers to learners' preference for one-to-one mapping between form and meaning, while the subset principle posits that learners are conservative in that they begin with the narrowest hypothesis space that is compatible with available data. Both of these principles have been used to explain children's ability to evaluate grammaticality in spite of the lack of explicit negative evidence. They have also been used to explain errors in SLA, as the creation of supersets could signal over-generalization, causing acceptance or production of ungrammatical sentences.

Pienemann's teachability hypothesis is based on the idea that there is a hierarchy on stages of acquisition and instruction in SLA should be compatible to learners' current acquisitional status. Recognizing learners' developmental stages is important as it enables teachers to predict and classify learning errors. This hypothesis predicts that L2 acquisition can only be promoted when learners are ready to acquire given items in a natural context. One goal of learnability theory is to figure out which linguistic phenomena are susceptible to fossilization, wherein some L2 learners continue to make errors in spite of the presence of relevant input.

Variability

Although second-language acquisition proceeds in discrete sequences, it does not progress from one step of a sequence to the next in an orderly fashion. There can be considerable variability in features of

learners' interlanguage while progressing from one stage to the next. For example, in one study by Rod Ellis, a learner used both "No look my card" and "Don't look my card" while playing a game of bingo. A small fraction of variation in interlanguage is free variation, when the learner uses two forms interchangeably. However, most variation is systemic variation, variation that depends on the context of utterances the learner makes. Forms can vary depending on linguistic context, such as whether the subject of a sentence is a pronoun or a noun; they can vary depending on social context, such as using formal expressions with superiors and informal expressions with friends; and also, they can vary depending on psycholinguistic context, or in other words, on whether learners have the chance to plan what they are going to say. The causes of variability are a matter of great debate among SLA researchers.

Input and interaction

The primary factor affecting language acquisition appears to be the input that the learner receives. Stephen Krashen took a very strong position on the importance of input, asserting that comprehensible input is all that is necessary for second-language acquisition. Krashen pointed to studies showing that the length of time a person stays in a foreign country is closely linked with their level of language acquisition. Further evidence for input comes from studies on reading: large amounts of free voluntary reading have a significant positive effect on learners' vocabulary, grammar, and writing. Input is also the mechanism by which people learn languages according to the universal grammar model. The type of input may also be important. One tenet of Krashen's theory is that input should not be grammatically sequenced. He claims that such sequencing, as found in language classrooms where lessons involve practicing a "structure of the day", is not necessary,

and may even be harmful. While input is of vital importance, Krashen's assertion that only input matters in second-language acquisition has been contradicted by more recent research. For example, students enrolled in French-language immersion programs in Canada still produced non-native-like grammar when they spoke, even though they had years of meaning-focused lessons and their listening skills were statistically native-level. Output appears to play an important role, and among other things, can help provide learners with feedback, make them concentrate on the form of what they are saying, and help them to automatize their language knowledge. These processes have been codified in the theory of comprehensible output. Researchers have also pointed to interaction in the second language as being important for acquisition. According to Long's interaction hypothesis the conditions for acquisition are especially good when interacting in the second language; specifically, conditions are good when a breakdown in communication occurs and learners must negotiate for meaning. The modifications to speech arising from interactions like this help make input more comprehensible, provide feedback to the learner, and push learners to modify their speech.

Classroom second-language acquisition

While considerable SLA research has been devoted to language learning in a natural setting, there have also been efforts made to investigate second-language acquisition in the classroom. This kind of research has a significant overlap with language education, and it is mainly concerned with the effect that instruction has on the learner. It also explores what teachers do, the classroom context, the dynamics of classroom communication. It is both qualitative and quantitative research. The research has been wide-ranging. There have been

attempts made to systematically measure the effectiveness of language teaching practices for every level of language, from phonetics to pragmatics, and for almost every current teaching methodology. This research has indicated that many traditional language-teaching techniques are extremely inefficient. Cited in Ellis 1994 It is generally agreed that pedagogy restricted to teaching grammar rules and vocabulary lists does not give students the ability to use the L2 with accuracy and fluency. Rather, to become proficient in the second language, the learner must be given opportunities to use it for communicative purposes.

Another area of research has been on the effects of corrective feedback in assisting learners. This has been shown to vary depending on the technique used to make the correction, and the overall focus of the classroom, whether on formal accuracy or on communication of meaningful content. There is also considerable interest in supplementing published research with approaches that engage language teachers in action research on learner language in their own classrooms. As teachers become aware of the features of learner language produced by their students, they can refine their pedagogical intervention to maximize interlanguage development. If one wishes to acquire a language in a classroom setting only, one needs to consider the category language one wishes to acquire; the category of the desired language will determine how many hours or weeks to devote to study. There are three main categories of languages. *Category I languages are "cognate languages" like French, Spanish, and Swedish; category II languages are Finnish, Russian, and Vietnamese; category III languages are Arabic, Chinese, Japanese, and Korean.* As such, the languages are categorized by their similarity to English. Moreover, one can achieve proficiency in a foreign language in a classroom setting so long as one acknowledges the time commitment

necessary.

Individual variation

There is considerable variation in the rate at which people learn second languages, and in the language level that they ultimately reach. Some learners learn quickly and reach a near-native level of competence, but others learn slowly and get stuck at relatively early stages of acquisition, despite living in the country where the language is spoken for several years. The reason for this disparity was first addressed with the study of language learning aptitude in the 1950s, and later with the good language learner studies in the 1970s. More recently research has focused on a number of different factors that affect individuals' language learning, in particular strategy use, social and societal influences, personality, motivation, and anxiety. The relationship between age and the ability to learn languages has also been a subject of long-standing debate.

Age

The issue of age was first addressed with the critical period hypothesis. The strict version of this hypothesis states that there is a cut-off age at about 12, after which learners lose the ability to fully learn a language. However, the exact age marking the end of the critical period is debated, and ranges from age 6 to 13, with many arguing that it is around the onset of puberty. This strict version has since been rejected for second-language acquisition, as some adult and adolescent learners have been observed who reach native-like levels of pronunciation and general fluency faster than young children. However, in general, adolescent and adult learners of a second-language rarely achieve the native-like fluency that children who acquire both languages from birth display, despite often progressing faster in the initial stages. This has led to speculation that age is indirectly related to other, more central factors that affect language learning.

Children who acquire two languages from birth are called simultaneous bilinguals. In these cases, both languages are spoken to the children by their parents or caregivers and they grow up knowing the two languages. These children generally reach linguistic milestones at the same time as their monolingual peers. Children who do not learn two languages from infancy, but learn one language from birth, and another at some point during childhood, are referred to as sequential bilinguals. People often assume that a sequential bilingual's first language is their most proficient language, but this is not always the case. Over time and experience, a child's second language may become his or her strongest. This is especially likely to happen if a child's first language is a minority language spoken at home, and the child's second language is the majority language learned at school or in the community before the age of five. Proficiency for both simultaneous and sequential bilinguals is dependent upon the child's opportunities to engage in meaningful conversations in a variety of contexts. Often simultaneous bilinguals are more proficient in their languages than sequential bilinguals. One argument for this is that simultaneous bilinguals develop more distinct representations of their languages, especially with regards to phonological and semantic levels of processing. This would cause learners to have more differentiation between the languages, leading them to be able to recognize the subtle differences between the languages that less proficient learners would struggle to recognize. Learning a language earlier in life would help develop these distinct representations of language, as the learner's first language would be less established. Conversely, learning a language later in life would lead to more similar semantic representations.

Although child learners more often acquire native-like proficiency, older child and adult learners often progress faster in the initial

stages of learning. Older child and adult learners are quicker at acquiring the initial grammar knowledge than child learners, however, with enough time and exposure to the language, children surpass their older peers. Once surpassed, older learners often display clear language deficiencies compared to child learners. This has been attributed to having a solid grasp on the first language or mother tongue they were first immersed into. Having this cognitive ability already developed can aid the process of learning a second language since there is a better understanding of how language works. For this same reason interaction with family and further development of the first language is encouraged along with positive reinforcement. The exact language deficiencies that occur past a certain age are not unanimously agreed upon. Some believe that only pronunciation is affected, while others believe other abilities are affected as well. However, some differences that are generally agreed upon include older learners having a noticeable accent, a smaller vocabulary, and making several linguistic errors. One explanation for this difference in proficiency between older learners and younger learners involves Universal Grammar. Universal Grammar is a debated theory that suggests that people have innate knowledge of universal linguistic principles that is present from birth. These principles guide children as they learn a language, but its parameters vary from language to language. The theory assumes that, while Universal Grammar remains into adulthood, the ability to reset the parameters set for each language is lost, making it more difficult to learn a new language proficiently. Since older learners would already have an established native language, the language acquisition process is very different for them, than young learners. The rules and principles that guide the use of the learners' native language plays a role in the way the second language is developed. Some

nonbiological explanations for second-language acquisition age differences include variations in social and psychological factors, such as motivation; the learner's linguistic environment; and the level of exposure. Even with less advantageous nonbiological influences, many young children attain a greater level of proficiency in their second language than older learners with more advantageous nonbiological influences.

Strategies

critical importance, so much so that strategic competence has been suggested as a major component of communicative competence. Strategies are commonly divided into learning strategies and communicative strategies, although there are other ways of categorizing them. Learning strategies are techniques used to improve learning, such as mnemonics or using a dictionary. Communicative strategies are strategies a learner uses to convey meaning even when he or she doesn't have access to the correct form, such as using pro-forms like thing, or using non-verbal means such as gestures. If learning strategies and communicative strategies are used properly language acquisition is successful. Some points to keep in mind while learning an additional language are: providing information that is of interest to the student, offering opportunities for the student to share their knowledge and teaching appropriate techniques for the uses of the learning resources available. Another strategy may include intentional ways to acquire or improve their second language skills. Adult immigrants and/or second language learners seeking to acquire a second language can engage in different activities to receive and share knowledge as well as improve their learning; some of these include:

- incidental or informal learning (media resources, family/friend interactions, work interactions)

- purposeful learning (self-study, taking language classes)
- pursuing formal education

Affective factors

The learner's attitude to the learning process has also been identified as being critically important to second-language acquisition. Anxiety in language-learning situations has been almost unanimously shown to be detrimental to successful learning. Anxiety interferes with the mental processing of language because the demands of anxiety-related thoughts create competition for mental resources. This results in less available storage and energy for tasks required for language processing. Not only this, but anxiety is also usually accompanied by self-deprecating thoughts and fear of failure, which can be detrimental to an individual's ability to learn a new language. Learning a new language provides a unique situation that may even produce a specific type of anxiety, called language anxiety, that affects the quality of acquisition. Also, anxiety may be detrimental for SLA because it can influence a learner's ability to attend to, concentrate on, and encode language information. It may affect speed and accuracy of learning. Further, the apprehension created as a result of anxiety inhibits the learner's ability to retrieve and produce the correct information. A related factor, personality, has also received attention. There has been discussion about the effects of extravert and introvert personalities. Extraverted qualities may help learners seek out opportunities and people to assist with L2 learning, whereas introverts may find it more difficult to seek out such opportunities for interaction. However, it has also been suggested that, while extraverts might experience greater fluency, introverts are likely to make fewer linguistic errors. Further, while extraversion might be beneficial through its

encouragement of learning autonomously, it may also present challenges as learners may find reflective and time-management skills to be difficult. However, one study has found that there were no significant differences between extraverts and introverts on the way they achieve success in a second language. Other personality factors, such as conscientiousness, agreeableness, and openness influence self-regulation, which helps L2 learners engage, process meaning, and adapt their thoughts, feelings, and actions to benefit the acquisition process. SLA research has shown conscientiousness to be associated with time-management skills, metacognition, analytic learning, and persistence; agreeableness to effort; and openness to elaborative learning, intelligence, and metacognition. Both genetics and the learner's environment impact the personality of the learner, either facilitating or hindering an individual's ability to learn. Social attitudes such as gender roles and community views toward language learning have also proven critical. Language learning can be severely hampered by cultural attitudes, with a frequently cited example being the difficulty of Navajo children in learning English. Also, the motivation of the individual learner is of vital importance to the success of language learning. Motivation is influenced by goal salience, valence, and self-efficacy. In this context, goal salience is the importance of the L2 learner's goal, as well as how often the goal is pursued; valence is the value the L2 learner places on SLA, determined by desire to learn and attitudes about learning the L2; and self-efficacy is the learner's own belief that he or she is capable of achieving the linguistic goal. Studies have consistently shown that intrinsic motivation, or a genuine interest in the language itself, is more effective over the long term than extrinsic motivation, as in learning a language for a reward such as high grades or praise. However, motivation is dynamic and, as a L2

learner's fluency develops, their extrinsic motivation may evolve to become more intrinsic. Learner motivation can develop through contact with the L2 community and culture, as learners often desire to communicate and identify with individuals in the L2 community. Further, a supportive learning environment facilitates motivation through the increase in self-confidence and autonomy. Learners in a supportive environment are more often willing to take on challenging tasks, thus encouraging L2 development.

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The Impact of Intercultural Sensitivity on Ethnocentrism and the appreciation of intercultural communication apprehension

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Abstrakt

Tema e ndjeshmërisë ndërkulturore është bërë qendrore në debatin e disiplinave të ndryshme, sepse bashkëjetesa e kulturave të ndryshme në epokën e globalizimit ngre sfida që nuk kanë qenë kurrë më parë. Rëndësia e ndjeshmërisë ndërkulturore është theksuar nga studiues në një sërë disiplinash duke përfshirë Studimet e Komunikimit, Edukimin dhe Psikologjinë. Shumica kanë zbuluar se ndjeshmëria ndërkulturore kërkohet për komunikim të suksesshëm dhe produktiv midis njerëzve me prejardhje të ndryshme kulturore. Ndjeshmëria ndërkulturore mund të përkufizohet si "aftësia e një individi për të zhvilluar emocione drejt kuptimit dhe vlerësimit të dallimeve kulturore që nxisin sjelljen e duhur dhe efektive në komunikimin ndërkulturor". Të gjithë njerëzit (ose jo) që merren me situata ndërkulturore përpiqen të kuptojnë se çfarë po ndodh me ta. Disa njerëz duket se janë shumë më të mirë në komunikimin përtej kufijve kulturorë, ndërsa të tjerët nuk përmirësohen fare. Si një nga dimensionet e kompetencës së komunikimit ndërkulturor, ndjeshmëria ka treguar një ndikim të rëndësishëm në trajnimin e lidhur me kulturën. Në pedagogjinë evropiane, gatishmëria për të njohur, mirëpritur dhe vlerësuar diversitetin është specifiqe për perspektivën ndërkulturore dhe një gatishmëri e tillë

ka gjeneruar një lëvizje që shkon nga pedagogët dhe edukatorët drejt atyre nxënësve dhe studentëve që prezantohen, ose perceptohen, siç karakterizohen nga modalitete të tjera kulturore. (gjuhësore, etnike ose fetare). Midis tyre mbetet i pashpjeguar etnocentrizmi dhe konteksti i komunikimit ndërkulturor. Ky studim përpiket të eksplorojë marrëdhënien, nëse ka, ndërmjet etnocentrizmit të ndryshimit, komunikimit ndërkulturor dhe ndjeshmërisë ndërkulturore. Rezultatet e marrëdhënieve person-moment konfirmojnë marrëdhëniet negative ose pozitive të prodhuara nga ndjeshmëria ndërkulturore ose "ndryshimi". Si përfundim: njerëzit me një pikëpamje negative në përgjithësi nuk janë të interesuar për ndryshimin kulturor, kështu që çështja kryesore që duhet trajtuar është tendenca për të shmangur vëzhgimin ose përballjen me ndryshimet kulturore. publiku, toleranca, përfshirja, por më shumë për sa i përket rrjeteve multikulturore të njohurive, kulturave dhe përvojave. Përvojat në vende të ndryshme evropiane tregojnë se problemi është ende i hapur.

Fjalë kyçe: edukim ndërkulturor, etnocentrizëm, ndjeshmëri ndërkulturore, edukim për qytetarinë evropiane, kompetencë ndërkulturore.

Abstract

The topic of intercultural sensitivity has become central to the debate of different disciplines, because the coexistence of different cultures in the age of globalization raises challenges that were never before. The importance of intercultural sensitivity has been emphasized by scholars in a variety of disciplines including Communication Studies, Education and Psychology. Most have found that intercultural sensitivity is required for successful and productive communication between people of different cultural backgrounds. Intercultural sensitivity can be defined as "an individual's ability to develop emotions towards understanding and appreciating cultural differences that promote appropriate and effective behavior in intercultural communication." All people (or not) dealing with cross-cultural situations try to understand what is happening to them. Some people seem to be much better at communicating across cultural boundaries while others do not improve at all. As one of the dimensions of intercultural communication competence, empathy has shown a significant impact on culture-related training. In European pedagogy, the willingness to recognize, welcome and value diversity is specific to the intercultural perspective, and such readiness has generated a movement going by pedagogues and educators towards those pupils and students who are presented, or perceived, as characterized by other cultural modalities (linguistic, ethnic, or religious). Among them, the ethnocentrism and the context of intercultural communication remain unexplained. This study attempts to explore the relationship, if any, between ethnocentrism of change, intercultural communication, and intercultural sensitivity. The results of person-moment relationships confirm the negative or positive relationships produced by intercultural or "difference" sensitivity. In conclusion: people with a negative outlook are generally not interested in cultural change, so the main issue to be addressed is the tendency to avoid observing or confronting cultural

change. public, tolerance, inclusion, but more in terms of multicultural networks of knowledge, cultures and experiences. Experiences in various European countries show that the problem is still open.

Keywords: intercultural education, ethnocentrism, intercultural sensitivity, European citizenship education, intercultural competence.

Introduction

Educational care in differences results in a new, contingent, if not extraordinary, demand, the meaning of which, in the present, has to face further socio-cultural change and metaphors that attempt to interpret it.

Intercultural lemma, on the other hand, expresses a more dynamic concept than that of multicultural. In short, we can understand cross-culture as an educational response to a multicultural and multiethnic society. Interculture requires a precise project aimed at obtaining and developing open, flexible and critical thinking; a mindset capable of "migrating" to other cultures to recognize and understand differences and analogies.

The act and practice of intercultural communication prove to be very complex and involve overcoming many obstacles by communication actors, or canceling the act. Alleged similarity, linguistic differences, nonverbal misunderstandings, the series of prejudices and stereotypes, stress caused by the cultural shock are, in fact, elements that differ in intensity with the success of the communicative act. Cultural diversity is not only an object of understanding, tolerance and solidarity but it is also a source of one's own personal wealth and one's own culture, a great opportunity to understand the boundaries of the cultural system of membership.

Intercultural strategies avoid the division of individuals into autonomous and impermeable cultural worlds, promoting dialogue and even mutual transformation that make coexistence possible instead of

confrontation and dealing with the resulting conflicts.

Why do some people seem so much better at communicating beyond cultural boundaries while other people do not improve?

The importance of intercultural sensitivity has been emphasized by scholars from a variety of disciplines including Communication Studies, Education, and Psychology. Most have reached the conclusion that intercultural sensitivity is required for success and productive communication among people from different cultural backgrounds (Chen & Starosta, 1997; Graf, 2004; Moran, Harris, & Moran, 2007; Olson & Kroeger, 2001; Rosen, Digh, Siinger, & Phillips, 2000).

Due to the rapid development of communication and transportation technology, globalization has brought together diverse cultures, ethnicities, geographies, and religions in every aspect of contemporary human life. Being sensitive towards cultural differences becomes a critical ability to decrease ethnocentrism and fear, to become competent in intercultural or multicultural interactions. The aim of this study is to explore the relationship among the variables of intercultural sensitivity, ethnocentrism, and the fear of intercultural communication.

In general, the more ethnocentric orientations can be seen as ways of avoiding cultural change, either by denying its existence, by raising defenses against it, or by minimizing its importance. The more ethnorelative worldviews are ways of seeking cultural difference, either by accepting its importance, by adapting the perspective to take it into account, or by integrating the whole concept into a definition of identity.

People with a denying worldview are generally disinterested in cultural change and when it is brought to their attention, they may act aggressively to avoid or eliminate a change if it affects them. Those who try to correct the stereotypes of people in "Defense" are likely to fall prey

to the polarized worldview, becoming yet another example of the negative side of multiculturalism or globalization. The need here is to establish commonality, not to introduce the more sophisticated meaning of difference.

Intercultural sensitivity can be defined as “an individual’s ability to develop emotion towards the comprehension and appreciation of cultural differences that promotes appropriate and effective behavior in intercultural communication”. The concept was treated as one of the dimensions of intercultural communication competence. Intercultural communication competence includes three aspects: 1) cognitive, 2) affective, 3) behavioural abilities.

The cognitive ability is represented by intercultural awareness, the affective ability from the intercultural sensitivity, and the behavioural ability from the intercultural effectiveness or adaptation (Hammer, 1989)

According to Bennett (1984, 1986), intercultural sensitivity is a developmental process, in which individuals are able to transform themselves from the ethnocentric stage to ethnorelative stage. There are six stages involved in this transformational process.

- the denial stage, people deny the existence of cultural differences;
- the defence stage, people attempt to defend their own world views by facing the perceived threat;
- the minimization stage, people protect their core values by concealing differences under the cover of cultural similarities;
- in the acceptance stage, people begin to recognize and accept cultural differences in both cognitive and behavioural levels;
- the adaptation stage, people develop sensitive and empathic skills to adapt to cultural differences and move into the bicultural or multicultural level;
- the integration stage, people are able to establish an ethnorelative identity and

enjoy the cultural differences.

Defence against cultural change is the challenge in which one's own culture (or an adapted culture) is experienced as the only one which is viable- the most evolved form of civilization or, at least, the best and only way to live.

Thus, interculturally-sensitive people have the ability to project and receive positive emotional responses before, during, and after the interactions, which in turn leads to a higher degree of satisfaction and helps people achieve an adequate social orientation that enables them to understand themselves and their counterparts' feelings, behaviours and differences under the cover of cultural similarities.

The positive emotional responses produced by intercultural sensitivity inevitably demonstrate an individual's willingness to not only accept and recognize, but also to respect and appreciate cultural differences during intercultural interaction (Bhawuk & Brislin, 1992).

In other words, the acquisition of intercultural sensitivity refers to the absence of ethnocentrism, which is a critical component to foster a successful global citizenship on both individual and organizational levels (Thorn, 2002).

The intercultural sensitivity is one of the essential factors for intercultural communication. It consists of five abilities, including (a) interaction, engagement, (b) respect for cultural differences, (c) interaction trust, (d) interaction satisfaction, and (e) interaction attentiveness, which, all together, take the shape of intercultural sensitivity dimensions.

The dimension of interactive engagement is related to the participants' sense of participation in the process of intercultural communication. Respect for cultural differences refers to the way individuals orient or tolerate cultural differences in their counterparts. Interaction trust indicates the degree of participants' trust during intercultural interaction. Interaction

satisfaction deals with participants' response to cultural communication that is different. The interaction attentiveness reflects efforts to understand what is happening in intercultural communication. Validity and reliability show consistent validity and reliability across different cultural contexts (Peng, 2006).

Studies show that; individuals with high intercultural sensitivity tend to be more attentive, more capable of perceiving socio-interpersonal relationships, adjusting their behaviours, showing high self-esteem and self-monitoring, more empathetic and effective in intercultural interaction.

The research findings of intercultural sensitivity indicate that the concept is very likely related to the other two communication traits (ethnocentrism and intercultural communication apprehension) which are central to understanding personal motivation and behaviour in the process of intercultural communication.

Ethnocentrism teaches individuals to have strong connections with their group members and to feel "proud of their own heritage by subjectively using their cultural standards as criteria for interpretations and judgments in intercultural communication"

Minimization of cultural differences is the state in which elements of one's own cultural worldview are experienced as universal. The threat associated with cultural differences experienced in Defence is neutralized by presenting the differences into familiar categories. For instance, cultural differences may be subordinated to the overwhelming similarity of people's biological nature (physical universalism). The experience of the similarity of natural physical processes may then be generalized to other presumably natural phenomena such as needs and motivations. The assumption that typologies (personality, learning style, etc) apply equally well in all cultures is an example of Minimization.

So it must be pointed out that, for a culture to survive, a certain degree of ethnocentrism from its members is necessary; however,

when ethnocentrism grows to a certain level, it will become a barrier for the communication among people from different cultures (Neuliep & McCroskey, 1997).

Ethnocentrism leads people to use their own group as a centre of looking at things, which tends to develop prejudices by judging other groups as inferior to their own.

According to Lin and Rancer (2003), while ethnocentrism might potentially bring about positive outcomes such as patriotism and willingness to sacrifice for one's own group, its negative consequences are obvious in intercultural communication, because individuals with a high level of ethnocentrism tend to deceive people from other groups and misinterpret their behaviours. In addition, a higher degree of ethnocentrism also creates social distance in interaction among people from different cultures, which makes cross-cultural communication dysfunctional.

These findings led to the following hypothesis, which indicates the relationship between intercultural sensitivity and ethnocentrism: There is a negative relationship between intercultural sensitivity and ethnocentrism.

Intercultural communication apprehension refers to "the fear or anxiety associated with either real or anticipated interaction with people from different groups, especially different cultural or ethnic groups" (Neuliep & McCroskey, 1997). The lack of information about each other during initial interactions leads to the increase of the situational uncertainty or ambiguity, which in turn provokes feelings of anxiety or fear in the apprehension of the interactors. The uncertainty level is especially high in intercultural communication because the novelty and unfamiliarity caused by cultural differences is high. The feeling of anxiety in an uncertain situation usually jeopardizes effective communication in an intercultural context (Kassing, 1997).

The inclusion of communication was found to be one of the best predictors of the willingness to communicate in both

intracultural and intercultural contexts (Lin & Rancer, 2003).

Immersing yourself in one's inner self, navigating the depths of one's thoughts or quiet introspection are characteristics of this ability that Howard Gardner defined as "intrapersonal intelligence." This ability of self-reflection and recognition allows us to live in harmony with ourselves.

More apprehensive individuals were not only less willing to participate in intercultural interaction, but were also less able to adjust to a new cultural environment. (Gudykunst, & Ota, 2003).

All of these research findings show that intercultural communication apprehension has a negative relationship with intercultural communication competence or effectiveness.

This study shows the impact of intercultural sensitivity from ethnocentrism and intercultural communication apprehension but other studies show that people with a higher level of intercultural sensitivity are less ethnocentric and sharp in intercultural interaction. The importance of intercultural sensitivity is reinforced in the study as a necessary element so people can become competent in intercultural communication, where the use of one's cultural standards as criteria for prejudices and judgement does not encourage communication apprehension.

Intercultural engagement reflects the aspect of intercultural empathy, which essentially refers to the pleasure of interacting with people from different cultures with an open mind and the ability to respond positively to the messages of their counterparts.

All of these characteristics of intercultural satisfaction will undoubtedly lead to ethnorelativism rather than ethnocentrism. Respect for cultural differences and intercultural satisfaction deal with psychological and affective abilities that help individuals adapt better to an uncertain or ambiguous situation caused by the unpredictable nature of intercultural

interaction, so the fear of intercultural communication is inexplicable.

The essence of intercultural adaptation is the ability to have a cultural alternative as an experience. Individuals who have received generally monocultural socialization normally have access only to their own cultural worldview, so they are unable to experience the difference between their own perception and that of people who are culturally different. The development of intercultural sensitivity describes how we develop the ability to create an alternative experience that more or less matches that of people in another culture. People who can do this have an intercultural worldview. The central points of this approach appear to be both an open and pluralistic perspective that distances absolute relativism as an extension of cultural diversity and at the same time seeks social cohesion around shared values, revealed through a dialogic process of reciprocity.

In conclusion, every change in the structure of the worldview generates new and more sophisticated issues that are resolved in intercultural meetings. The resolution of relevant issues, or display of the "other" or "different" orientation is activated. In other words, people usually do not regress from more complex to less complex experiences of cultural change. Rather, it is a model of how the supposed underlying worldview moves from an ethnocentric to a more ethnorelative state thus generating greater intercultural sensitivity and potential for more intercultural competence.

The central points of this approach appear to be both an open and pluralistic perspective that distances absolute relativism as an extension of cultural diversity and at the same time seeks social cohesion around shared values, revealed through a dialogic process of reciprocity.

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Translating lexical collocations, case of Albanian translation

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Abstract

Collocation is considered one of the major 'trouble spots' for translators. This may be assigned to the difficulty in anticipating the constituent elements of a collocation, the considerable variation in collocability across languages and the lack of suitable resources on collocation. However, few empirical studies have been made so far on the types of collocations that are particularly problematic to the translator, the specific sources of the problem and the procedures that translators refer in handling such collocations. Not only the translators but also the students that master an English language pose difficulty in translating collocations. According to the research done in this area this was due to the unfamiliarity with English language and culture. This inability to master English language puts them into difficulty in translating a text correctly. So it should be teacher's duty to draw students' attention to improve collocation competence in order to be aware of the phenomenon and to be able to overcome difficulties they came across with when translating collocations.

Key words: *collocation, lexical, translation, context, arbitrary, combinability, transparency.*

Abstrakt

Frazeologjia është ajo pjesë e thesarit

të një gjuhe që ndihmon të kuptohen karakteristikat psikosociale të bartësve të saj, Shprehjet frazeologjike të gjuhës angleze kanë zënë vend në gjuhën e folur dhe kanë përftuar një ngjyrim karakteristik anglez. Ato lidhen me traditat, me zakonet dhe me botëkuptimin e popullit anglez, si edhe me legendat dhe me faktet historike nga jeta e tij. Përkthimi i shprehjeve frazeologjike është një punë e vështirë, për arsye se në to përzihen kuptimet e figurshme të fjalëve me aspekte jashtëgjuhësore që lidhen me kushtet në të cilat kanë lindur. Por gjetja e përgjegjëses shqip të frazemës angleze, është edhe më e vështirë, për shkak të natyrës idiomatike të kësaj gjuhe. Qëllimi i këtij shkrimi është të parashtrojë disa nga vështirësitë që hasin studentët dhe përkthyesit në përkthimin e njësive frazeologjike nga gjuha angleze në gjuhën shqipe.

Introduction

Collocations play an essential role in language. They are its beautiful part as they play an important role in the coherence of the structure of a language (Ghazala, 1995:130). Manning and Schutz (1999:142) maintain the important role of collocations in the generation of natural language. Oxford collocations Dictionary stresses: " Collocation is the way words combine in a language to produce natural sounding

speech and writing" (2002:7) it continues with the definition that " Language that is collocationaly rich is more precise, so collocations make language more precise, reach and attractive and this precision is conditioned by the context, by the words that surround and combine with the core word, and by the collocation" (2002:9), this is one function of the collocation, another function is the communicative aspect. If we will be able to use the nouns with the proper verbs, the proper adjectives with proper nouns it will improve linguistic competence and people will be able to talk about any subject and communicate effectively (Saricas, 2006:36). Ghazala shows that collocations have stylistic functions and have to be taken into consideration when translating them, and that the aesthetic function is the most important stylistic function of collocations. The more knowledge we have of collocations the more competent we are in the use of language. A grammatically correct sentence will be distinguished as difficult if the collocation preferences are broken. This makes collocation an interesting area for language teaching. Hill (2000) regards collocations an important key to fluency and the more unrecognized collocations are the more difficult it makes reading and listening task. Collocations can indicate one's competence in a language, they allow students to read more widely, to understand more quickly and speak more fluently. Fluency according to Lewis is based on the acquisition of a large storage of items which are key element in the foundation of any linguistic novelty or creativity. Bolinger (1985:69) gives a warning to us saying that: "a speaker who does not command this collection, does not know the language". A lot of previous studies have discussed collocations and its significance. The use and learning of collocations seems very important for any second language learner who will be able to use English at an academic setting. If you want to become fluent, the use of collocations is crucial but not only.

Lewis, (1997:15) Porto, (1998) Wei,(1999), Oxford collocations dictionary(2002:Vii),

and Mc Carthy O Dell (2005:6) state that the productivity of collocations insure the mental lexicon with a wide range of English words combinations which lead to the growth of accuracy and fluency. Another important role of collocations stated by Hatim and Mason is that they are considered "crucial in creating lexical cohesion" (1997, p.47) they stated that the more frequent the collocational pattern the more cohesive will the text be. Lewis indicates that language consists of chunks that produce coherent text when they are combined. Nadja in his *collocations learning corpus (2005)* stresses the major role that collocations play in language processing and use. He notes also their role in supporting comprehension and language learning because they help in the development of creative language.

Newmark (1988) highlights the importance of collocations for written text. He says "if grammar is the bones of a text, collocations are the nerves, more sensitive, multiple and specific in indicating the meaning". Furthermore he points that it is the collocation that adds comprehension to words in a text. Fex: The *noun* affect the *sense* of its adjective as in (*pretty sight*). He claims that the most powerful contextual influence on words is the collocation (1991, p.91). This claim was reinforced and supported by Baker who states that "what a word means often depends on its association with certain collocates" (p.539).

According to Hill collocation is an important feature of all such texts although each text has its own collocational characteristics. A definite reason why collocations are important is because the way words may combine in collocations is basic to all language use (Lewis 53). The other argument is that collocations occur in language so often that it is not possible to ignore them. Linguists like Newmark (1988) and Abu- Ssyadeh (2007), consider collocations as "nerves of the text and lexis is the flash" (p. 213). Also a central role is played by collocations in the process of foreign language learning and translation, Abu-Ssyadeh (2007, p. 70). Language is one of the great powers. The

diversity of human language along with its complex special features is actually the only property of human race (Surat ArRum, 22). As the linguistic is the direct study of human language and ought to discover the universals concerning by describing and explaining it, the study of human errors in the domain of language is a major component of a core linguistic. The importance of collocations in language as well as in translation has been given a priority. As they play a vital role in language they have attracted the interest of linguists in their translation. The production and use of the proper collocations indicates language proficiency and so their association plays a vital role organizing the relations within a text, wherefore they are crucial to the interpretations of a text. (Halliday & Hasan, 1976, p. 287).

1. Difficulties in translating collocations.

In translating a text, a translator usually faces many problems, including the problem of translating collocation in his attempt to transfer meaning from one source language into another receptor language since every language has its own naturalness, which is unique and different to another. The uniqueness of a language means that each language has a certain system that does not necessarily exist in other languages. Since collocational meaning cannot be derived directly from the meaning of its components, it may cause difficulties in the process of translation. In most of the cases translators face various kinds of difficulties and problems while translating. In this inner process there are numerous factors such as social and cultural differences, lexical and grammatical diversity which makes the translation task very hard and cause loss in meaning. These translation difficulties became enormous if SL culture and TL culture differences are immense. One of the problems translators face is the knowledge they should have when translating collocations whereas many of them are misconceived due to a failure to recognize their linguistic, stylistic, and

cultural aspects.

The translation of any collocation pattern explains the vital nature of them in the entire process of translation. Larson (1984: 141) concludes that "knowing which words go together is an important part of understanding the meaning of a text and translating it well". Combinations of words as co-occurrences differ from one language to another. Hatim and Mason (1990: 204-205) notice that "achieving appropriate collocations in the TL text has always been one of the major problems a translator faces", so they emphasize the collocational level of meaning as the main challenge that "confronts the translator" what they pose is that "what is a natural collocation for one language user may be less for another". For Palmer when he discusses Firth's view of translation says that it is difficult to find parallels for collocations of a key word in any other language. He sees this as either possible or impossible. Based on this, he considers some preliminary remarks that for him tackle major problems a translator faces. These remarks deal with problems of equivalence, problems of structural semantics, problems of cultural heterogeneity and untranslatability.

2. Culture specific collocations.

These collocations may denote a concrete concept that carry cultural specificity (veil, scarf, clothes) or it may denote abstract concepts such (good, evil wisdom) etc. They are difficult to translate not only because they are culture specific but because they carry connotations. Translators must try to maintain the connotative meaning but also reflecting the values and norms of the TL. Culture expound difficulties in their denotative and connotative meanings. Cultural specificity refers to the phenomenon that exist only to one of the cultures under translation. Translators interpret source-culture phenomena based on their own culture specific knowledge of that culture. Cultural gap derives from culture specificity of ST and TT and poses a major problem.

Lexical problems. Here the difficulty

remains because students or translators understand translation as translation of individual words which lead them to mistakes. Ghazala(1995:85) does not suggest literal or word for word translation, because it is seen as dangerous and destroys meaning. So lexical problems are crucial to any SL and TT. We have to solve them for an effective translation. Also the one to one or literal translation is the same where when have the same word order and the same type and number of words. But this is a better one method than the first because it takes context into consideration and translates special and metaphorical SL words and phrases into special words and phrases.

Literal translation of meaning or direct translation, deals with grammar and word order of the TL. According to Ghazala direct translation is the best method of literal translation and the most acceptable one. Linguistics such as Newmark, 1988; Baker 1992; Bahumaid, 2006 have revealed various problems that translators have to deal while translating collocations. Baker, like others deals with problems bound to cultural and linguistic collocability between SL and TL. These problems rise due to collocability of lexemes from one language to another, meaning that what collates in one meaning does not necessarily collate in another. In addition we can say that collocations reflect preference of the specific language. Newmark (1988) believes that the difficulty of translating collocations lies in two facts.

- a) First, the fact that there is an arbitrary relation between the collocates.
- b) Second, at least one of the components has a meaning not in a primary sense but in a secondary sense.

Each of the lexemes contributes to the meaning of the whole collocation. She believes that we cannot talk of an impossible collocation since they can be frequently created. English learners may face various problems in dealing with collocations because of their arbitrariness. For example *blonde* collocate only with *hair*; it is unlikely to talk about *a blond door* or *a blond dress*

even if the color is similar to that of blonde hair (Palmer1976:77). So there are always restrictions on the way collocations are combined together. (Palmer 1976:76, Baker1992:47, and Thornbury, 2002:106) According to her, unusual combinations occur naturally because words tend to attract new collocates all the time. She lists five common pitfalls encountered in translating.

1. The appealing effect of source text patterning
2. Misinterpreting the meaning of a source-language collocation.
3. The tension between accuracy and naturalness.
4. Culture-specific collocations
5. Marked collocations in the source text (Marked collocations involve deliberate confusion of collocational ranges to create new images)

Target language equivalent. Finding an acceptable target language equivalent that is satisfactory is another difficulty which comes after recognizing a collocation. The translation of collocation is very difficult especially for non native -speakers which then lead to two problems for them. The first is the lack of none finding the proper equivalent between SL and TL and the competence needed to associate words together in order to produce accurate and natural English. Amstrong says that "the difficulty for translators is not so much to recognize a SL collocation but to find an acceptable equivalent (2005: 98). Although the equivalent may exist in the TL, choosing the appropriate equivalent requires a good competence in both languages. So every language learner may be well qualified when dealing with collocations because they are frequently used in spoken and written English. It is very important to know as many collocational meaning as possible because it will lead us to their mistranslation.

There are cases when one word collocation needs to be translated with two or three word collocation in TL. Some languages are richer than others in their word count.

The translator cannot pretend for a precise equivalence because it will never be possible. This is to be defined as the dilemma and challenge for the translator. When translating collocations translators ignore or are not aware of their existence, this cause problems for the translator because at first language is not made up of large number of words that can be used together in free variation. Equivalence of SL and TL items may be found on the level of morpheme, word, phrase, clause, sentence, paragraph, and the whole text. The equivalence in translation should not be treated as sameness since it cannot exist between two TL versions of the same text. But this view of Bassenett-McGuire is extreme since there exists, especially through literal translation even though sameness is a matter of 'cannot very often exist'.

Untranslatability. Pym and Turk (2000: 273) indicate as mostly understood as the capacity for some kind of meaning to be transferred from one language to another without undergoing radical change". The art of translation will always have "to cope with the reality of untranslatability from one language to another" (Friedrich 1992: 11). It may be linguistic, (for example unfamiliar word order, unfamiliar collocations, and use of words with lower frequency) or cultural, including unfamiliarity with the source text". Bassenett-McGuire (1980: 32-37) and Mason (2000: 32).

Misinterpreting. Misinterpreting of meaning is another difficulty that collocation pose this happen due to the influence of our language (TL) that the collocation may seem familiar to us because it resembles one in our native language. Students face a lot of difficulties when they have to choose between producing a typical collocation in TL and preserving the source meaning at the mean time. Therefore there is loss in meaning.

Generalization. Generalisation is another problem, some English words collate with one and the same word in English. The difficulty relies because it cannot be generalized about the meaning of a

word which collates with different words, because it may differ from collocation to another and from language to language (Ghazala 1993:32). This variation across languages poses difficulties for students. Collocations in the TL have more than one possibility for the same collocation in the SL. So kinds of words that go together in one language are often completely different from the kinds of words in another language (Kharma and Hajjaj, 1989:67 and Harmer, 2001:20). These are cultural differences and every language is the basis upon which culture rest. Each language have its own collocation pattern which reflect the speakers mentality, knowledge, beliefs, art, morals, law, customs, habits (Farghal and Shanaq, 1999:122). It is important to state that collocational difficulty is attributed besides culture, to learners who lack the knowledge of their linguistic competence in target language.

New English collocations. New English collocations pose difficulty in translation. According to Saricas (2006:37) "New English collocations which use noun compounds or adjectives + noun have resulted difficult in translation. (Common in social sciences and computer language). Their translation is difficult because they need a clear context and some of them are crucial in their physical meaning which gives a strange translation.

Not only linguistic differences between languages create difficulties, cultural differences also play a significant role. Ghazala (2001: 1) says: "usually cultural terms are thought to pose the most difficult problems in translation". Culture creates difficulties because of different interpretations of these concepts by different societies in both their denotative and connotative meaning. Lexical gaps is a concept which may exist in one language may not exist in another. According to Baker (1992:60) like culture specific words, collocations point to concepts which are not easily attainable to the target reader. In addition the overuse of literal translation proves to cause problems for students. Ghazala maintains that "The central lexical

problem faced by students is their direct translation of almost all words" leading them in errors (1995:84). It seems that the difficulty depends mainly on the use of primary and non primary sense on the component words. Collocations where words are used in their primary sense are easily understood and translated and they serve as a clue for the translator to guess the meaning of the unknown or less transparent element. The problem starts when one or both of the component words deviate from their primary sense.

There is always a tension in achieving accuracy and naturalness. Baker (1992:56) notices that some translators aim at producing collocations that are typical in the target language and at the same time preserving the accurate meaning associated with the source collocation. The ideal translation cannot be achieved always, since translation involves a difficult choice between what is typical and what is accurate. Even the nearest acceptable collocation in the target language will often involve some change in meaning which can be significant or not. What is to be emphasized is that in translation a certain amount of loss is unavoidable. Language systems tend to be too different to produce exact reproductions in most cases.

3. The process of translating collocations

The process of the translation of collocations has been carried by linguists such as: (Newmark, 1988; Lorsch, 1991; Baker, 1992; Vinay & Darbelnet, 1995). Newmark defines translation as "a craft consisting in the effort to replace a written message in one language by the same message in another language". Later he specified his definition by stating that translation is rendering the meaning of a text into another language in the way that the author considered the text. Their studies were focused on the relationship within the strategies applied by translators and the difficulties encountered in translation. Translation strategies selected by the translator affect the meaning of the TT. They

play a vital role in delivering a complete and effective meaning in a way that maintains the cultural and stylistic features of the text. Translators play a major role in shaping the target text. The decisions they make for which strategy to adopt contribute largely to the final product of the translation. In order to overcome the problem translator's face when translating collocations some strategies are needed. Among the famous pairs methods of translation are Semantic and Communicative against the traditional Literal and Free methods. To Newmark (1981) semantic translation is SLT-centered, whereas communicative translation is TLT reader-oriented, seeking to produce an equivalent effect on them. He makes a serious claim that "there is no one communicative nor one semantic method of translating a text. A translation can be more or less semantic - more or less communicative, for it is quite hard to imagine how the same sentence which is at the end one idea, can be translated half semantically, half communicatively. The problem translator's face in the translation of collocations is finding the exact lexical equivalents in TL, dealing with cultural aspects, conveying the intended message and finding the proper strategy in order to convey ST aspects in TL.

Equivalence (As-Safi, 1996:11) is a bilingual synonymy or sameness based on lexical universals and cultural overlaps. Baker (2005:77) rightly maintains that equivalence is a central concept in translation theory although there are certain small controversies about the concept. Proponents define equivalence as relationships between ST and TT that allows the TT to be considered as a translation of the ST in the first place. Many theorists think that translation is based on some kind of equivalence depending on the rank (word, sentence or text level). Collocational equivalence is defined as equality in content between ST and TT collocations within a given context (sentential and situational). Thus in instances when a translation is criticized as inaccurate or inappropriate, this may refer to the translator's failure to recognize a collocational pattern with a

meaning different from the sum of meanings of its elements.

The pedagogical approach states that if we have a direct equivalent for a SL collocation there is no difficulty in translation. We can talk about absolute equivalence if both collocation of both languages are words with identical content. It is widely accepted that to produce an acceptable, accurate or appropriate TL equivalent for a SL counterpart poses a challenge even to the most competent and experienced translator. Achieving appropriate collocations in the target text Basil and Mason declare has been always seen as one of the major problems a translator faces, because SL interference may escape unnoticed and as a conclusion unnatural collocation will weaken the TT. The translator's tiresome task is due to the semantic arbitrariness of collocations as explicated by the following examples. Nida proposes two kinds of equivalence, *Formal* and *Dynamic equivalence*:

Formal equivalence pays more attention ST (to source text) rather than TT, so it reveals as much as possible of the form and content of the original message.

Dynamic equivalence looks at TT and makes it more natural for the receptor. It has in focus the receptor response, which means that you find the closest natural equivalent to the source language message. In this way Dynamic equivalence is proposed as a strategy in translation studies and seems to be a very successful method of dealing with collocations in literary works.

Lörscher has defined translation strategies as "conscious procedures" with the aim of solving translation problems. Instead Baker (1992, p. 26) has pointed to translation strategies as descriptions that treat "various types of non equivalence." The most comprehensive and applicable set of translation strategies is what Vinay and Darbelnet (1995) proposed for the sake of semantic and communicative effect: borrowing, calque, literal translation, transposition, modulation, equivalence and adaptation. Apart from that we can say that there

are not fixed translation strategies, some can be really helpful whereas others tend to be not so beneficial. The search for the right collocation requires an effort on the part of the translator. When they come across the obstacle of not finding the corresponding TL equivalent for the SL lexical item they refer to several strategies to overcome the problems. We normally say in English "make a visit", but not "perform a visit". Baker (ibid) also gives the example of the verb "drink" in English which collocates naturally with liquids like "juice and milk" but not with "soup". All the above examples indicate that collocations cannot be literally transferred from SL into TL.

Garcia, (1996) says that "different procedures for the translation are implemented to achieve a successful transfer, when difficulties in translation often become inevitable.

Finding the appropriate collocation in translation is a "continual struggle" and the translator always tries to solve a thousand small problems in a large context. One of the big mistakes translators tend to make is adopting several strategies while translating collocations such as: simplification, reduction, synonymy, and paraphrasing. The higher the degree of these strategies the less effective the translation and the less natural the intended communication will be. The main challenge which the translator faces when translating collocations, idioms, and fixed expressions consists of achieving an equivalence above the word level. Translators should work hard to minimize translation loss. Furthermore, in literary translation, mistranslations may lead to a lexical impoverishment of the TT and obscure the expressive purpose of the ST.

Literary Translation is concerned with translating individual words more out of context than in context. Although we translate words "words alone do not carry meaning" (Raffel, 1994: 4). We translate words in context and context is of different types: referential, collocational, syntactic, stylistic, semantic, pragmatic, situational, cultural, etc. (Newmark, 1988:

73). Translators deal more with ideas than words, and, in literary translation, they deal among other with cultures (Landers, 2001: 72). Literal translation is normally taken to mean an accurate translation of meaning, no more no less. Everything is translated to a measure as much as possible: no deletions, no additions, no unnecessary exaggerations, no artificialities or groundless digressions. Thus, literal translation is the accurate translation of meaning as closely, directly and completely possible.

Conclusion

Drama Translating collocations is not an easy task. Choosing the right collocation for a translator will make the text sound more natural, above all they need to understand original language grammar and syntax, appreciate and understand literary devices used by original authors and understand the target audience and its language. As collocations play a vital role in language they have gained a great importance in language. Translating literary texts usually is a special case since the literary text has special features that distinguishes it from other kinds of texts. Translators as well as students must understand the relationship between words, so which nouns are used with which words, which verbs are used with which nouns and which adjectives with which nouns. The main challenge the translator faces while translating collocations, idioms, and fixed expressions consists of achieving an equivalence above the word level. In addition, translators should work hard to reduce translation loss to an acceptable minimum by knowing which feature in the SL should be valued and which can be ruled out.

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Cognitive and behavioral therapy as productive for young delinquents

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Abstract

A person's thoughts come as a result of his experience and behavior is usually influenced and driven by these thoughts.

In addition, thoughts can sometimes be distorted and fail to reflect reality as accurately as they can be. Cognitive and behavioral therapy has been very effective in juvenile but also adult convicts: substance abuse and violent convicts, probationers and prisoners. In most Cognitive and Behavioral therapy programs, convicts manage to improve their social skills, problem-solving skills, critical thinking, cognitive style, self-control, moral reasoning, and self-efficacy.

Behavioral Cognitive Therapy (cognitive and behavioral) therapy used by psychologists reduces the tendency to repeat delinquent behavior in both juveniles and adults. This therapy assumes that most young people can become aware of their thoughts and behaviors by making positive changes to these thoughts or behaviors.

Key words: *violent, Cognitive Therapy, improve programs, behaviors,*

Abstrakt

Delikuenca është një term ligjor që tregon

veprime të shkallëve të ndryshme me pasoja sociale duke filluar nga ato që quhen thjesht prapësi deri tek sulmet më të mëdha të ndëshkushme nga ligji. Termi "delikuencë" përdoret zakonisht për të emërtuar veprimet e gabuara të të rinjve të cilat janë të dëmshme për shoqërinë. Kështu një adoleshent mund të quhet një i ri delikuent kur ai fillon të vjedhi, të sulmojë të tjerët duke zhvilluar simptoma si të gënjerit patologjik ose mungesat e pajustificuara në mësim. Shumë nga këto sjellje janë veprime kriminale që kryhen nga një person, të dënuara me ligj.

Përkufizimi psikologjik- Nga këndvështrimi ligjor një djalë rreth 13 vjeç që vjedh disa ushqime në një market për shkak të urisë së zgjatur për të shmangur vdekjen, është parë si një i ri delikuent por sipas këndvështrimit psikologjik sjellja e djalit nuk duhet marrë si një sjellje antisociale. Kur ky djalë fillon dhe kryen vjedhje gjatë gjithë kohës në cdo situatë dhe është i predispozuar të jetë i dëmshëm për shoqërinë, vetëm atëherë mund që ai të cilësohet si një i ri delikuent. Kështu që kjo sjellje delikuede mund të përcaktohet në terma psikologjik si një "shkelje aloplastike e vlerave sociale", që do të thotë që veprimet delikuede janë drejtpërsëdrejti më shumë kundër

shoqërisë sesa kundër vet shkelësit.

Psikologët që punojnë në sistemin e drejtësisë janë një pjesë shumë e rëndësishme e sistemit të drejtësisë për të mitur, duke përfshirë shërbimet e tyre në sallën e gjyqit dhe si mjek klinik. Këta psikolog që punojnë në këtë system shfrytëzojnë hulumtimet aktuale dhe njohuritë e bazuara në praktikë për të përmirësuar sistemet gjyqësore dhe ato të mirëqënies së fëmijëve.

Detyrat e punës së psikologëve që punojnë në sistemin e drejtësisë për të miturit.

Psikologët në sistemin e drejtësisë për të mitur punojnë në shërbim të nevojve specifike dhe shqetësimeve të rinjve që janë të përfshirë në sistemin ligjor. Më specifikisht këta ekspert psikolog theksojnë rëndësinë e ndërhyrjeve të projektuara për të rehabilituar të rinjtë në sistemin e drejtësisë për të miturit. Psikologjia kriminale e fëmijëve i lejon psikologët ligjor të sigurojnë ndërhyrje për të plotësuar nevojat e klientëve të tyre dhe të reduktojnë gjasat e një kontakti të ardhshëm me sistemin e drejtësisë.

Ka dy rrugë në të cilën psikologët ligjor mund të punojnë me të rinjtë delikuentë:

- Psikologët ligjor mund të ndihmojnë gjyqtarët dhe avokatët të cilët marrin vendime të rëndësishme rreth të rinjve të përfshirë në sistemin e drejtësisë. Vlerësimet mjeko- ligjore ofrojnë informacione rreth anës emocionale, sjelljes dhe funksioneve kognitive të të rinjve delikuentë.
- Gjithashtu mund të sigurojnë trajtime dhe ndërhyrje të tjera tek të rinjtë ose tek familjet e tyre. Qëllimi kryesor i këtyre ndërhyrjeve është që të sigurojë një përmirësim në anën emocionale atë të sjelljes dhe funksionimin, duke ulur gjasat që një ky ri delikuent të rikthehet ne system.

Këta psikolog që punojnë në këtë system kanë dhënë ndihmese të madhe në sistemin ligjor duke i lejuar politikbërësit të kuptojnë më mirë nevojat specifike të trajtimit të të

rinjve brenda sistemit të drejtësisë për të miturit.

Psikologët e drejtësisë me ekspertiza specifike në vlerësimin e fëmijëve në sistemin e drejtësisë mund të kryejnë disa lloj vlerësimesh:

- Përcaktimin e kujdestarisë së fëmijëve.
- Vlerësimin e aftësive prindërore.
- Ndërrprerjen e të drejtës prindërore.

Duke bashkëpunuar me sistemin e drejtësisë për të mitur psikologët e drejtësisë mund të asistojnë në një seancë gjyqësore duke ndihmuar për një nje:

- Gadishmëri ndaj trajtimit.
- Të drejtën për t'u gjykuar në gjykatë për të rriturit.
- Diagnozë psikiatrike.
- Rrezikun për mospërfshirjen në sjellje me rrezikshmëri të lartë në të ardhmen.

Udhëzimet e praktikës së psikologut ligjor për të rinjtë e dënuar:

Psikologët ligjor që kryejnë vlerësime për të miturit duhet të marrin parasysh tre çështje klinike:

Gjëndjen psikosociale dhe statusin e zhvillimit. Është fakt që karakteristikat e gjëndjes fizike, sociale, emocionale dhe aftësive njohëse të fëmijëve dhe adoleshentëve janë të ndryshme nga ato të të rriturve.

Rreziku për sulme dhe dhunë në të ardhmën. Rreziku për t'u përfshirë në veprimtari dhe situata të dhunshme është prezente në cdo stad të një adulti apo të një të riu.

Natyra dhe shtrirja e sjelljes dhe karakterit antisocial të të miturve. Ka dy dimensione të ndryshme që janë karakteristike për psikopatine tek të rinjtë:

Ndërpersonale\ Afektive. Përfshin mospërfillje ose deficite në eksperiencën ndërpersonale si psh: manipulimi, mungesën e fajit ose empatisë.

Devijimi Social. Këto i përkasin një stili jete dhe sjelljeje antisociale si impulsiviteti dhe problemet e hershme të sjelljes.

Kur ju duhet të paraqesin argumenta ligjor, psikologët fokusohen në pesë variable psikologjike që i diferencen adultët nga të miturit:

- Cënueshmëria ndaj ndikimit të kolegëve.
- Shkalla e orientimit drejt të ardhmes.
- Vlerësimi i rrezikut dhe marrja e tij.
- Impulsiviteti.

Ndikimi i Terapisë Kognitive Biheviore në përirësimin e sjelljes së të rinjëve delikuent.

Terapia Kognitive Biheviore (njohjes dhe e sjelljes) e përdorur nga psikologët, zvogëlon prirjen për të përsëritur sjelljen delikuede tek të miturit ashtu edhe tek te rriturit. Kjo terapi supozon që shumica e të rinjëve mund të bëhen të ndërgjegjshëm për mendimet dhe sjelljet e tyre duke bërë ndryshime positive tek këto mendime apo sjellje. Mendimet e një personi vijnë si rrjedhojë e eksperiencës së tij dhe sjellja është zakonisht e influencuar dhe e nxitur nga këto mendime. Përvec kësaj mendimet mund të shtrëmbërohen ndonjëherë dhe dështojnë që ta reflektojnë realitetin me saktësi ashtu sic mund të jetë. Terapia e Njohjes dhe e sjelljes ka rezultuar shumë efektive në të dënuarit e mitur por edhe ata të rritur: abuzimit me substancat dhe të dënuarit e dhunshëm, të dënuarit me kusht dhe të burgosurit. Në pjesën më të madhe të programeve të terapisë së Njohjes dhe të Sjelljes të dënuarit arrijnë të përmirësojnë aftësitë e tyre sociale, aftësitë për të zgjidhur një problem, të menduarit kritik, stilin njohës, kontrollin e vehtes, arsyetimin moral dhe vet-efikasitetin.

Kjo terapi mund të ndihmojë për të ristrukturuar mendimet e shtrëmbëruara të realitetit duke sjellë ndryshime pozitive në sjelljen e të rinjëve delikuentë, duke ulur nivelin e ankthit dhe të stresit, duke i bërë më shumë social dhe më shumë produktiv për vehten e tyre por edhe për shoqërinë, psh për të rifilluar një proces studimi të lënë në mes apo për të rifilluar një punë ose për të krijuar një lidhje ndërpersonale të shëndetshme ose për ta përmirësuar një të tillë.

Psikologët ligjor në shumë raste vlerësojnë si të rëndësishme efektivitetin e disa qasjeve të ndryshme në një ndërhyrje tek një I ri I cili kakryer një krim.

Këto vlerësime mund të grupohen në disa kategori:

- Këshillimi
- Parandalimi
- Disipina
- Shërbime të shumta të koordinuara
- Programet restauruese.
- Ndertimi I aftësive
- Survejimi

Nëse në punën e tyre do përdoren ndërhyrje që bazohen te ndëshimi kjo do të cojë në një rritje të sjelljes kriminale në të ardhmen. Nëse do të përdoren qasje terapeutike të bazuara në këshillim, në rindërtimin e aftësive dhe në shërbime të shumta, impakti i tyre në pakësimin e sjelljes krininale është shumë i madh.

Karakteristikat e të menduarit në mënyrë të shtrëmbër të realitetit janë:

- Papjekuri, ose mendime të ndalura në zhvillim.
- Aftësi të dobta në zgjidhjen e problemve dhe në vendimmarrje.
- Një paaftësi për të vlerësuar efektet e sjelljes së tyre.
- Një këndvështrim egocentric ose negativ ose mungesë besimi tek të tjerët.
- Një aftësi të munguar për të arsyetuar dhe për të pranuar fajin.
- Një besim i gabuar i së drejtës, një konfuzion për sa i përket dëshirave dhe nevojave, injorimi i të drejtave të të tjerëve.
- Tendenca për të vepruar në mënyrë impulsive, një mungesë në kontrollin e vehtës dhe të empatisë.
- Përdorimi i forcës dhe dhunës për të arritur qëllimet që ata duan.

Terapia e Njohjes dhe e Sjelljes i orienon këta të rinj delikuentë për të ndryshuar këto mendime joproductive përcaktuese, këndvështrime apo besime. Kjo terapi mundëson që vetndihma të jtë më efektive

në angazhimin e klientëve rezistent duke e bërë këtë terapi sa më efikase. Kjo terapi gjithashtu bëhet më efektive në reduktimin e mëtejshëm të sjelljes kriminale kur klientët njëkohësisht marrin ndihma të tjera si psh mbikqyrja, punësimi edukimi dhe trajnimi ose form të tjera të këshillimit të shëndetit mendor.

Disa nga teknikat që përdoren më shpesh në terapinë e Njohjes dhe të Sjelljes mund të përfshijnë strategji si:

- Ristrukturimi kognitiv.
- Zbulim i drejtuar.
- Terapia e ekspozimit.
- Një ditar ku të shkruhen të gjitha mendimet.
- Planifikimi i aktiviteteve dhe aktivizimi i sjelljes.
- Eksperimentet e sjelljes.
- Teknikat e relaksimit dhe të reduktimit të stresit.
- Të luajturit e roleve.

The opportunities of the Erasmus + KA 107 project mobility, in the field of teaching and learning foreign languages

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Abstract

Institucionet e arsimit të lartë duhet të kenë marrë aprovimin e te drejtes se Kartës Erasmus për Arsimin e Lartë përpara se të aplikojnë për një projekt mobiliteti në Agjencinë e tyre Kombëtare Erasmus+. Me nënshkrimin e Kartës Erasmus për Arsimin e Lartë, institucionet e arsimit të lartë angazhohen të ofrojnë të gjithë mbështetjen e nevojshme për mobilitetet e pjesëmarrëseve, duke përfshirë edhe përgatitjen gjuhësore. Për t'i mbështetur ato, mbështetja gjuhësore on line është vene ne sherbim për lehtësimin e mobiliteteve. Kjo vihet në dispozicion nga Komisioni Evropian për pjesëmarrësit e kualifikuar në mënyrë që të përmirësojnë kompetencat e tyre gjuhësore përpara dhe/ose gjatë lëvizjes. Në vazhden e strategjive të ndërkombëtarizimit të Universitetit të Vlorës, "Ismail Qemali" evidenton nevojën e kryerjes së një sërë aktiviteteve mësimore dhe promovuese jashtë vendit për të gjitha kurset e ofruara nga Universiteti i Vlorës, të realizuara për herë të parë në vitin akademik 2018-2019, në bashkëpunim me Universitetin e Salentos në Itali, një Erasmus. + Projekti KA 107.

Lëvizshmëria e stafit ndërmjet dy universiteteve të përfshira në projekt synonte një mësimdhënie inovative të gjuhëve të huaja nëpërmjet përdorimit të teknologjive të reja dixhitale, me qëllim përmirësimin e mësimdhënies së gjuhës

shqipe, italiane dhe angleze.

Kjo marrëveshje konsiston në lëvizjen hyrëse dhe dalëse të mësuesve nga gjuha angleze, italiane. Sektorët e mësimdhënies së gjuhëve të huaja synonin kryesisht realizimin e aktiviteteve mësimore në kurset e tyre përkatëse, duke i lejuar studentët e institucionit tonë të merren me metodologjitë e reja të mësimin të gjuhëve dhe të përmirësojnë praktikën e italishtes nëpërmjet përdorimit të teknologjive të reja, ndërsa studentët e Universitetit të Salentos pati mundësinë të thellonte njohuritë e marra në sektorin e gjuhës shqipe dhe angleze.

Fjalet kyce: Erasmus KA 107 , Mesimdhënia e gjuhëve të huaja, inovacionet e perfituara etj.

Abstract

Higher education institutions must have been awarded the Erasmus Charter for Higher Education before applying for a mobility project to their Erasmus+ National Agency. By signing the Erasmus Charter for Higher Education, higher education institutions commit to provide all the necessary support to mobile participants, including linguistic preparation. To

support them, online language support is implemented for all mobility activities. It is made available by the European Commission to eligible participants in order to improve their foreign language competences before and/or during mobility.

In the course of the internationalization strategies of the University of Vlora, "Ismail Qemali" highlights the need to carry out a series of teaching and promoting activities abroad for all the courses offered by the University of Vlora, first carried out in the 2018-2019 academic year, in collaboration with the University of Salento in Italy, an Erasmus + KA 107 project.

The mobility of the staff between the two Universities involved in the project aimed at an innovative teaching of foreign languages through the use of new digital technologies, in order to improve the teaching of Albanian, Italian and English languages.

This agreement consists to the incoming and outgoing mobility of teachers from the Albanian, Italian. Foreign language teaching sectors was aimed primarily at carrying out teaching activities in their respective courses, allowing our institution's students to deal with new language learning methodologies, and to improve the practice of Italian through the use of new technologies, while the students of University of Salento had the opportunity to deepen the knowledge acquired in the Albanian and English language sectors.

Keywords: Language learning methodologies, new perspectives, University of Vlora, University of Salento.

Introduction

The higher education mobility action supports physical and blended mobility of higher education students in any study fields and cycle (short cycle, bachelor, master and doctoral levels). Students can either

study abroad at a partner higher education institution or carry out a traineeship in an enterprise, a research institute, a laboratory, an organization or any other relevant workplace abroad. Students can also combine a study period abroad with a traineeship, further enhancing the learning outcomes and development of transversal skills. While long term physical mobility is strongly encouraged, this action recognizes the need to offer more flexible physical mobility duration to ensure the program is accessible to students from all backgrounds, circumstances and study fields.

This action also supports higher education teaching and administrative staff to take part in professional development activities abroad as well as staff from the world of work to teach and train students or staff at higher education institutions. These activities may consist of teaching as well as training periods (such as job shadowing, observation periods, training courses).

Furthermore, this action supports blended intensive programmers, allowing for groups of higher education institutions to jointly develop blended mobility curricula and activities for students as well as academic and administrative staff.

Some objectives

The objective of this program is to contribute to establishing a European Education Area with a global outreach and to strengthen the link between education and research.

The action aims to foster employability, social inclusion, civic engagement, innovation and environmental sustainability in Europe and beyond by enabling students from all study fields and at all study cycles to have the opportunity to study or train abroad as part of their studies. The objectives of the action are to:

- ❑ Expose students to different views, knowledge, teaching and research methods as well as work practices in their study field in the European and international context;
- ❑ Develop their forward looking skills,

such as digital and green skills, that will enable them to tackle the challenges of today and tomorrow;

- ⑦ Facilitate personal development such as the ability to adapt to new situations and self-confidence.

The objective is also to enable any staff, including staff from enterprises, to teach or train abroad as part of their professional development in order to:

- ⑦ Share their expertise;
- ⑦ Experience new teaching environments
- ⑦ Acquire new innovative pedagogical and curriculum design skills as well as digital skills;
- ⑦ Connect with their peers abroad to develop common activities to achieve the programmer's objectives;
- ⑦ Exchange good practices and enhance cooperation between higher education institutions;
- ⑦ Better prepare students for the world of work.

In addition, the objective is to foster the development of transnational and trans disciplinary curricula as well as innovative ways of learning and teaching, including online collaboration, research-based learning and challenge-based approaches with the objective of tackling societal challenges.

The sending and receiving organizations, together with the students/staff, must have agreed on the activities to be undertaken by the students - in a 'learning agreement' - or by staff members - in a 'mobility agreement' - prior to the start of the mobility period. These agreements define the content for the mobility period abroad, and specify the formal recognition provisions of each party. The rights and obligations are set out in the grant agreement. When the activity is between two higher education institutions (student mobility for studies including blended mobility, and staff mobility for teaching), an 'inter-institutional agreement'

has to be in place between the sending and the receiving institutions before the exchanges can start.

Any student can also undertake blended mobility by participating in a **blended intensive program** according to the specific eligibility criteria for blended intensive programs, described in the guide.

In addition students (short cycle/bachelor/master) who are not able to participate in long-term physical study or traineeship mobility, for example, due to their study field or because they have fewer opportunities for participation, will be able to carry out a short-term physical mobility by combining it with a compulsory virtual component.

Staff Mobility

A **teaching period** abroad at a partner higher education institution. The teaching period abroad enables any teaching staff at a higher education institution or staff from enterprises to teach at a partner higher education institution abroad. Staff mobility for teaching can be in any study field. We are focus on in teaching foreign languages in Salento University in Lecce Italy.

A **training period** abroad at a partner higher education institution, enterprise or any other relevant workplace. The training period abroad enables any staff at a higher education institution to take part in a training activity abroad that is relevant to their day-to-day work at the higher education institution. It may take the form of training events (excluding conferences) or job shadowing and observation periods.

A staff mobility period abroad can combine teaching and training activities. Any teaching or training period abroad may be carried out as a blended mobility.

Conclusion

The institutions should promote blended mobility, the combination of a physical mobility with a virtual component, within their institution to offer more flexible mobility formats and further enhance the learning outcomes and impact of physical

mobility. Higher education institutions must ensure the quality of blended mobility activities and formal recognition for participation in blended mobility, including the virtual component. The institutions should also raise awareness among their students and staff about opportunities within the program to acquire and further develop relevant digital skills in all study fields, including Digital Opportunity Traineeships for students and recent graduates to further develop or acquire digital skills⁴. Teaching and administrative staff can also benefit from digital skills trainings to acquire relevant digital skills for making use of digital technologies in courses and for digitalizing societies. Groups of higher education institutions will have the opportunity to organize short blended intensive program of learning, teaching and training for students and staff. During these blended intensive programs, groups of students or staff as learners will undertake a short-term physical mobility abroad combined with a compulsory virtual component facilitating collaborative online

learning exchange and teamwork. The virtual component must bring the learners together online to work collectively and simultaneously on specific assignments that are integrated in the blended intensive program and count towards the overall learning outcomes.

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Difficulties for Adequate education for juveniles in prisons

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Abstract

One of the key point which run into many years of teaching was the Juveniles, especially that kind of category who supposing their difficult condition of living, in search of better life that can be victim of criminal activities, so in this case they can be sentenced to any illegal activity.

In such terms Juveniles convicted should not been seen as damage to society but they should be seen as subject to rehabilitation by having the adequate education, including social knowledge, foreign language (Albanian-English-French), psychological treatment. In Albanian prison institution it has been applied such program that was renamed "Probation Service" launched by European models of legislation Nomenclature relates to the basic function of this service:

In fact how the rehabilitation program for Juveniles has been implemented in accordance with EU law, saying the truth has encountered difficulties in running the detention system in prisons for Juveniles.

Such problems how are executed prison sentences for juveniles, it presents some difficulties that we will present in our paper, and it has also shown problems, often raised as a concern by international partners.

We can still say that Albania has not yet set up a fully functional management for

education and for juvenile justice.

Key words: executed, EU law, international partners, juvenile, improve programs

Abstrakti

Një nga pikat kyçe që kanë kaluar në shumë vite mësimdhënie ne auditore kane qene të miturit, veçanërisht ajo kategori që supozon gjendjen e tyre të vështirë të jetesës, në kërkim të një jete më të mirë dhe rrjedhimisht mund të jenë viktimë e veprimtarie kriminale, kështu që në këtë rast ata mund të dënohen ndaj çdo veprimtarie të paligjshme.

Në terma të tillë, të miturit e dënuar nuk duhet të shihen si dëm për shoqërinë, por duhet të shihen si subjekt rehabilitimi duke pasur arsimin e duhur, duke përfshirë njohuritë sociale, gjuhën e huaj (shqip-anglisht-frengjisht), trajtim psikologjik. Në institucionin e burgjeve shqiptare është aplikuar një program i tillë që u quajt "Shërbimi i Provës" i nisur nga modelet evropiane të legjislacionit Nomenklatura lidhet me funksionin bazë të këtij shërbimi:

Në fakt se si është zbatuar programi i rehabilitimit për të miturit në përputhje me ligjin e BE-së, duhet thënë se ne te vërtete ka qene në vështirësi në drejtimin e sistemit të paraburgimit në burgjet për të mitur.

Probleme të tilla se si ekzekutohen dënimet

me burg për të miturit, paraqesin disa vështirësi që do t'i paraqesim në punimin tonë, duke shfaqur probleme, shpeshherë të ngritura si shqetësim nga partnerët ndërkombëtarë.

Ende mund të themi se Shqipëria nuk ka ngritur ende një menaxhim plotësisht funksional për arsimin dhe drejtësinë për të miturit.

Fjalët kyçe: *ekzekutuar, ligji i BE-së, partnerë ndërkombëtarë, të mitur, programe të përmirësuar*

Introduction

In Albania ways how are executed prison sentences for juveniles, it presents different problems in many situation but one problem, is often raised as a concern by international partners.

As the matter of fact, Albania has not yet set up a fully functional management in education and psychological treatments and for juvenile justice.

In this country there are more separate pieces of a system, which are not clearly orientated. According to a study conducted in 2006 by the Center for Children's Rights in Albania with the support of the European Council for a review of the system of administration of for juvenile justice in Albania, the situation of children in prisons is still far from the required standards. Although, in recent years there has been a growing interest from public institutions responsible and donors to improve the infrastructure and management of these systems and still are persisted cases of violation of children's rights.

The way prison sentences are managed for juveniles

Albanian region has some prisons that accommodate and care for children. The prisons, a kind of two-floor building around 10 km from Tirana, has a male juvenile section. Over the years in this jail houses up to 40 children, but at the time of the study in this institution were only 17 minor.

One of the prison which represent our study is that of Vaqarr Prison Juvenile section is almost separated from adults. Although apparently there are no concrete opportunity meeting adult prisoners with those children, because this section is not completely separate from prison, happens that minors often meet with adults. This can happen mostly in showers and toilets, which are common, and in areas of the game, behind prison. A special section of this institution cares for women prisoners is in Prison 325 in Tirana.

Probation Service and education in teaching facilitates the juveniles in prison

In 2008 in Albania State Institution was established Probation Service. I mentioned above, the creation of appropriate infrastructure for alternative sentencing supervision is another aim of the reforms that have been implemented in the penitentiary system in Albania after 1990.

The Probation Service operation in 2009 – up to 2013 a certain number of about 8348 people had a court decision in one of the alternatives to imprisonment.

It has been adopted two sub-laws are of normative character: In accordance with Law no. 10024/2008,

- 1- Expressively it is said "On Regulation Approval and on organizing Probation service functioning, the establishment of standards and procedures for supervision for execution of alternative sentences" The following is the Decision of the Council of Ministers no. 302, dated 25.03.2009
- 2- Expressively it is said "On Regulation Approval and on organizing Service collaboration with NGOs and Mediation Service". Justice Ministry Order no. 6325, date 31.07.200945

According to, the rules of cooperation with the Probation Service and NGO's Mediation Service for the supervision of persons sentenced to alternative measures; assisting

prisoners to re-educate and integrated into society, as well as crime reduction and prevention, which in simple terms means rehabilitation in life track.

The Probation Service is charged not only to supervise the implementation of alternatives to imprisonment, but also to help the proceeding (court and prosecution) for specialized explanation in terms of the substance of alternatives to imprisonment. The institution was renamed "Probation Service" launched by European models of legislation Nomenclature relates to the basic function of this service: *"supervision measures or obligations of prisoners at the time of trial as better alternatives to imprisonment for achieving educational purpose and her rehabilitation to the convicts"*.

Their supervision implemented on the basis of individual treatment programs. If there would have been applied alternatives to imprisonment, then these 8348 persons would have been sentenced to prison in one of the institutions for the execution of criminal penalties (IEPD). Thus, in 2013, the number of those sentenced to alternative punishments was added to the number of convicts who were supervised by the Probation Service, in the whole country was 1939.

With the Council of Europe recommendations a new alternative "Half freedom" aimed at alignment and this matches the criminal legislation of European countries as well.

From European legislation another term "semi-freedom" is borrowed, used "semi-liberty" frequently.

The Probation Service which has significantly improved restorative justice in this country is now a consolidated institution in the criminal justice system in Albania. Prevention and treatments in order to reduce crime in society and increase safety for community living is indeed the essence of the role of this service is that evaluation,

In the context of the criminal justice reforms

in Albania. Institution is the Probation Service. Since 2013 Electronic surveillance is used for persons who are subject to the alternative penalties.

At the moment when a violation of provisions of court decision occurs the operating room confirms the incident and informs the relevant authorities.

Electronic Control provides a powerful system to reinforce the efficiency of the penitentiary for people who have limited mobility and can promote increased public safety by improving monitoring of individuals in the community. Supervision realized by operating room set up for this purpose. The device communicates operating room exit from the allow area or entry into the restricted area. Restriction of movement can also help in imposing discipline and daily structure for the prisoners,

In breaking criminal behavior traits and can enable participation in work activities, education or training and this is one of the subjects that should be improved.

Difficulties encountered in running the detention system

All the difficulties encountered in running the detention system and prisons have given their negative impact in terms of respect of the rights of children and juveniles in these institutions.

Convention on the Rights of Children in principle should be applied directly to the places of detention and penitentiary of minors. However, there is a profound lack of knowledge of CRC from almost all staff working with children and juveniles in the prison environments. This makes the implementation of the CRC in national laws and to respect the rights of children too hard. Under the Convention, States upon Parties are required to enable adequate education, recreational activities, adequate food, health care and other social services for children. Meanwhile, the penitentiary institutions should guarantee freedom of information, expression and respect for

the views-thoughts of children, minors and juveniles.

The observation mission of the Center for Children's Rights in Albania during the preparation of the study in question stated that there was no opportunity to meet with a girl-child in conflict with the law.

A good number of girl-children and juveniles performing infringement or offense in Albania remains extremely low. It can also be a positive sign of the traditional values that the family plays an important role in children growth.

According to experts, this is a phenomenon that requires a further analysis to explain the differences and causes between criminal behavior of boys and girls in Albania, in order to see why the gender group has a greater tendency than the other group to commit criminal offenses.

However, a major concern is the lack of adequate facilities for keeping children-girls in police stations, detention rooms and prisons. So far in Albania there is still no concrete action plan, in order to set up special areas for children-girls in conflict with the law.

In order to be more accurate the group of researchers met with over 70 juveniles and visited more than once a number of police stations, pre-trial detention and prison in the city of, Lushnje Fier, Berat and Elbasan, Korca Librazhd, Vlore.

The small number of girls who are perpetrators of criminal acts, should not impede public officials to think about setting up adequate facilities for this genre.

In prisons is implemented the Law "On the Rights and Treatment of Prisoners " and the General Regulation of Prisons". Restrictions imposed by judicial decision supervised through the device, which is placed in the body of the convicted person.

Talking about the care of juveniles in detention rooms and prisons there is still no specific regulations for the maintenance, which makes difficult the recognition minors

with all internal regulations of penitentiary institutions. Also, every prison has also its internal regulation, which is prepared in compliance with laws and regulations mentioned above.

CONCLUSIONS

Reforming laws and other acts adopted under them enabling safe journey towards well-defined standards. The reform has not really ended. We are still unsure if the penitentiary system works well and challenges to achieve the best are always raised up. After 90 years of all Albanian legislation and the justice system was "subject to" a process of continuous reform. Reform the legal system and criminal justice in that there has been a quantitative dimension but also qualitative.

Penitentiary system needs at every stage to respond to the demands of today and the future prospects in order to laws and regulations, to the penitentiary procedures, to the institutions involved in the stage of execution of criminal sanctions and to every convicted, which should be valid in rehabilitation of convicts.

The process of rehabilitation of convicts serving a sentence of imprisonment in the penitentiary institutions must pass through the implementation of vocational training programs, employment, education, participation in activities and sports and recreational activities, participation in service that provides libraries in Institute of Criminal penitentiary. In Albania should critically be assessed the implementation of standards regarding the way the prison system is organized, how are distinguished the categories of prisoners while serving a sentence in facilities within the system, especially minors and women, how the process of education, learning language, new profession, having psychological treatment and employment of convicts and how the conditions for medical service.

In order to enable efficient connection with the execution of the penalties, Albania will need to enable a reform of the legal and institutional depth, following the

best examples of the system in European countries.

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